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ABSTRACT

The curriculum for a nine-year French language program in Alberta, beginning in grade 4 and designed to increase the effectiveness of language instruction by improved articulation and increased instructional time, is presented for each grade level. An introductory section outlines these program elements: rationale, goals, objectives, categories of curriculum content, minimum expectations for skill development and cultural understanding at the elementary level, suggested allotment of time for skill development, and phonology. Subsequent sections, organized for each school level (grade, junior high, and high school), outline specific grade-level performance objectives and the applicable linguistic content, suggested vocabulary, suggested cultural themes, learning resources, and suggested time allotments. (MSE)

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NINE-YEAR FRENCH PROGRAM

curriculum guide

1980

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INTRODUCTION

The nine-year French program, an alternate French program beginning in Grade 4, is designed to increase the effectiveness of second language learning by improved articulation and increased instructional time. Increased instructional time and continuity from year to year are considered to be essential conditions for success with this program.

This French program includes the following characteristics:

1. A set of objectives which reflect the Goals of Basic Education along with a rationale to support the inclusion of second languages in a school program;
2. A specific level of language achievement and cultural understanding for each of the programs;
3. Specification of skills and knowledge of each grade level;
4. Specification of minimum core content as well as elective components for enrichment and remediation;
5. Suggested teaching and learning strategies and evaluation procedures;
6. Additional instructional time for the alternate nine-year program, specifically that the minimum time allotments for second language be 90 hours per year at the elementary school level.

RATIONALE

French has been taught in Alberta schools since the province came into being. However, experience with existing programs and evaluation thereof indicate the need for more suitable guidelines for teachers and administrators, in order to provide their students with learning experiences which will lead to more effective learning appropriate to the national and international scenes.

English and French, the two official languages of Canada, are languages which have influenced and continue to influence the Western world. All students should therefore be given the opportunity and encouragement to acquire French as an additional language. In learning French, one gains a new awareness and a greater understanding of culture through the realization that there are similarities and differences between French and English-speaking peoples. Awareness that the patterns of living of each group are based on one's environment and experiences will, it is expected, lead to greater openmindedness, flexibility and readiness to understand and accept others as they are.

Languages are tools which enable the user to elicit and receive information, to express his opinions and feelings; in effect, to communicate. They have different ways of leading speakers to focus on the reality which surrounds them. In our multicultural society, knowledge of another language should enable an individual to communicate more effectively in a variety of situations related to work or leisure activities. The application of language skills, by extending the range of an individual's human relationships, results in a strong sense of personal achievement and satisfaction.

Many of the skills used in learning another language are the same as those used in learning one's first language. Through the learning of French, the learner can become conscious of those skills and how they apply to any language learning. In this process, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyse a message so as to grasp its meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate. Through reading and writing in French, one becomes more aware of the shared conceptual bases of both French and English. As a result of their commonalities and parallel development, the two languages complement each other in many ways. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experience.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable: tourists, technicians, business people, civil servants, diplomats, athletes -- people from all walks of life -- are going abroad more frequently to visit or to work. Students in our schools cannot foresee where or with whom they will be called upon to work. Multinational companies in particular, when hiring employees, may consider knowledge of more than one language important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this document to outline a curriculum which will help Alberta's students to develop the minimum basic skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:
    - 1.1 developing the receptive skills of listening and reading, including in the case of the former, and understanding of intonation, gestures, and visual clues which help to convey the message;
    - 1.2 developing the productive skills of speaking and writing including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.

2. To develop cultural sensitivity and enhance personal development by:
    - 2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
    - 2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
    - 2.3 becoming more aware of his own cultural heritage through learning French;
    - 2.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
    - 2.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians.

3. To develop originality and creativity in language by:
    3.1 enabling him to apply his skills to new and meaningful situations;
    3.2 enabling him to express his own ideas and feelings;
    3.3 enabling him to discover a new dimension of his personality.

4. To acquire additional concepts and generalizations about language and language learning by:
    4.1 recognizing the basic structural similarities and differences between French and English;
    4.2 acquiring some knowledge of the structure and function of languages;
    4.3 developing an awareness of regional, social and functional variations of spoken and written language;
    4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

5. To develop a desire to extend or improve his proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the appropriate Curriculum Guide.[1]

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to do in the second language.

LINGUISTIC CONTENT

The objectives and content are selected on the basis of these categories of language users:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possessions
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

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[1] a) *Nine-Year French Program Curriculum Guide*, Alberta Education: 1980
b) *Six-Year French Program Curriculum Guide*, Alberta Education: 1980
c) *Three-Year French Program Curriculum Guide*, Alberta Education: 1980

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication. The categories of language use, the performance statements and linguistic content of each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be acquired by the end of Grade 12. The concept specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

CULTURE

Cultural themes and topics are presented to assist students to develop insights into the ways of life of French-speaking people as well as to acquire a knowledge about the people's achievements and contributions to civilization.

TO SUMMARIZE, THE CORE OR MANDATORY COMPONENTS CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES.

THE ELECTIVE COMPONENTS CONSIST OF:

1. SUGGESTED VOCABULARY
2. SUGGESTED TOPICS FOR EACH MAJOR CULTURAL THEME.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 4, 5 AND 6

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 6, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding familiar questions, statements and instructions which incorporate the basic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations.

SPEAKING

At the end of Grade 6, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary.

READING

Grade 4

The student will be able to:

1. Recognize familiar vocabulary and global expressions in printed form.

Grade 5

The student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation.

Grade 6

The student will be able to:

1. Read silently with comprehension recombinations and rearrangements of familiar material.

WRITING

Grade 4

The student will be able to:

1. Copy familiar nouns with the definite and indefinite articles;
2. Copy familiar vocabulary and global expressions.

Grade 5

The student will be able to:

1. Make simple substitutions from known vocabulary, within a familiar structure.

WRITING (continued)

Grade 6

The student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages.

CULTURAL UNDERSTANDING

In teaching culture, the use of French is recommended as much as possible.

At the end of Grade 6, the student will be able to:

1. Supply factual information that has been learned about familiar cultural concepts;
2. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize cultural connotations of familiar vocabulary and expressions: e.g. tu/vous - bonjour/salut;
4. Describe differences and similarities between French cultures and his own;
5. Use common conventionalities; e.g. greetings, gestures.

SUGGESTED ALLOTMENT OF TIME FOR SKILL DEVELOPMENT

Grade 4	Grade 5	Grade 6
50% Listening Comprehension	40% Listening Comprehension	30% Listening
40% Speaking	45% Speaking	50% Speaking
5% Reading	10% Reading	10% Reading
5% Writing	5% Writing	10% Writing

The above percentages are only approximations. Successful language instruction involves integration of all skills, including the cultural objective not mentioned in the above schedule. Evaluation of language skills and culture should reflect the emphasis and proportion of time spent on each aspect of language learning in the classroom.

ABBREVIATIONS

Please note that in the boxes describing the structures to be taught, the following abbreviations are used:

adj. - adjective
adv. - adverb
art. - article
aux. - auxiliary
conj. - conjunction
def. - definite
fem. - feminine
fut. - future
imp. - imperative
indef. - indefinite
indir. - indirect
infin. - infinitive
int. - interrogative
masc. - masculine
n. - noun
p. p. - past participle
p. t. - past tense
pl. - plural
poss. - possessive
pr. p. - present participle
pred. - predicate
prep. - preposition
pres. - present
pron. - pronoun
refl. - reflexive
rel. - relative
sing. - singular
subj. - subject
subjun. - subjunctive
v. - verb

PHONOLOGY

AT THE END OF GRADE 6 STUDENTS WILL BE ABLE:

1. To distinguish and to produce to the best of their ability all French sounds in a variety of communicative situations.

1.1 *Voyelles*

/a/	*madame*	/u/	*vous*	/œ/	*oeuf*
/ə/	*le*	/e/	*les*	Specific attention to:	
/i/	*midi*	/ɛ/	*chaise*	/y/	*du*
/o/	*gâteau*	/ɔ/	*porte*	/ø/	*deux*

1.2 *Semi-voyelles*

Specific attention to:

/j/	*fille*
/w/	*oui*
/ɥ/	*huit*

1.3 *Voyelles nasales*

/ɛ̃/	*faim*
/ɔ̃/	*bon*
/œ̃/	*brun*
/ɑ̃/	*chante*

1.4 *Consonnes*

/f/	*fermier*	Specific attention to:	
/g/	*grand*	/r/	*rue*
/k/	*crayon*	/ɲ/	*campagne*
/s/	*sept*	/p/	*pain*
/ʃ/	*chien*	/b/	*bébé*
/t/	*tracteur*	/d/	*dent*
/v/	*voiture*	/l/	*Michel*
/z/	*zéro*, /m/ *maman*		
/ʒ/	*jaune*, /n/ *noir*		

2. To recognize and produce the correct intonation patterns.

2.1 Assertive

Je vais au cinéma.

2.2 Interrogative

Il est malade?

Où est-ce que tu vas?

2. (continued)

2.3 Imperative

Donne-moi!
(Gesture toward the speaker)

Sors!
(Gesture toward the door)

2.4 Exclamative

Quelle belle chatte!

3. To produce even syllables in words and sentences with the stress on the last syllable of a word or breath group.

3.1 RHYTHM AND STRESS
(even beat for each syllable with a stress on last syllable of breath group.)

phar ma cie

Il va à la phar ma cie

4. To use correctly the liaison between subject and verb and between *C'est* and the following word: e.g. article and proper noun.

4.1 LIAISON

/z/ as in *vous avez* (vuzave)

/t/ as in *C'est un stylo* [setœ̃stilo]

C'est + vowel.

5. To produce proper elisions

5.1 ELISION

C'est le cheval [selʃval]
petit /pti/

C'est le garçon [selgarɔ̃]

C'est + article + noun.

GRADE 4

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 The student will be able:	
1. to express greetings appropriate to the time of day and the person greeted.	1.1 *Bonjour* *Monsieur, Madame,* *Bonsoir* *Mademoiselle, papa, maman.* *Salut!* *Jean, Marie, etc.*
2. to inquire after and tell about state of health.	2.1 *Ca va?* *(Oui) ça va.* 2.2 *Ca va bien?* *Oui, ça va (bien).* 2.3 *Comment ça va?* *Ca va bien (merci).*
3. to take leave using an appropriate expression.	3.1 *Au revoir, Monsieur.* *A bientôt.* *A demain, Monsieur.*
4. to excuse himself in various situations.	4.1 *Pardon, Monsieur.* *Excusez-moi, Monsieur.* *Excusez-moi, s'il vous plaît.*
5. to introduce someone to a third party.	5.1 *Voici* *Pierre* *Voilà* *Marie* *Madame ...* *Monsieur ...* *Mademoiselle ...*
	Note: Teach the above as global expressions.

GRADE(S) 4

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 The student will be able:	
1. to ask and tell about names.	1.1 *Comment t'appelles-tu?* *Je m'appelle . . .* Note: Teach as a global expression.
	1.2 *Tu es Pierre/Marie?* *Oui, je suis ...* *Non, je suis ...*
	1.3 *Moi, je suis Marie et toi qui es-tu?* Note: Teach *être* in the affirmative with *je/tu/il/elle/ils/elles*.
2. to ask and tell about age.	2.1 *Quel âge as-tu?* *J'ai ... ans.* Note: Teach *avoir* in the affirmative with *je/tu/il/elle/ils/elles*.
3. to ask and tell about who someone is.	3.1 *Qui est-ce* + ? *C'est* + name of person. *Qui est-ce?* *C'est Paul.*
	3.2 *Non* + *ce n'est pas* + name of person. *C'est Paul?* *Non, ce n'est pas Paul.* Note: Teach *c'est* in the affirmative and negative.
4. to identify an animal or object using *voilà* and/or gesture.	4.1 *Voilà* + indefinite article + noun. *Paul, montre-moi un cahier.* *Voilà un cahier.* Note: Teach the indefinite articles *un, une* and *des*.
5. to ask and tell what an object is.	5.1 *Qu'est-ce que* + *c'est* + ? *C'est* + indefinite article + noun. *Qu'est-ce que c'est?* *C'est une poupée.*

GRADE 4

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 (continued)	5.1 *(continued)* *Oui,* + *c'est* + indefinite article + noun. *C'est une chaise?* *Oui, c'est une chaise.* *Non,* + *ce n'est pas* + indefinite article + noun. *C'est une chaise?* *Non, ce n'est pas une chaise.*
6. to count the number of persons, animals or objects from 1 to 31.	6.1 *Oui* + *j'ai* + number + noun. *Tu as deux crayons?* *Oui, j'ai deux crayons.* Note: Pronunciation patterns before consonants and vowels: *un chien / un n ami* *deux chiens / deux z amis* *trois chiens / trois z amis* *quat~~re~~ chiens / quatre r amis* *cin~~q~~ chiens / cinq k amis* *si~~x~~ chiens / six z amis* *se~~pt~~ chiens / sept t amis* *hui~~t~~ chiens / huit t amis* *neu~~f~~ chiens / neuf v amis* *di~~x~~ chiens / dix z amis*
7. to tell the colours of objects and animals.	7.1 Definite article + noun + *est* + adjective. *De quelle couleur est la balle?* *La balle est rouge.* *Non* + definite article + noun + *n'est pas* + adjective. *Est-ce que la balle est rouge?* *Non, la balle n'est pas rouge.* Note: Teach names of colours which have no audible phonetic change in the feminine. e.g. *rose, bleue, noire, etc.*

GRADE 4

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS (Cont'd

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
8. To ask and tell about weather	8.1 *Quel temps fait-il?* *Il fait* *beau* *Il* *neige* *mauvais* *pleut* *Chaud* *vente* *soleil*

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 The student will be able:	
1. to give and to respond to orders with appropriate actions.	1.1 *Levez-vous!* / *Lève-toi!* *Ouvrez les livres!* / *Ouvre la porte!* *Asseyez-vous!* / *Assieds-toi!* Note: Teach the second person singular and second person plural forms of the imperative.
2. to ask and tell what is being done.	2.1 Subject + verb + ? *Tu joues?* Subject + verb. *Oui, je joue.* Note: Teach the affirmative forms of the verb with *je/tu/il/elle/ils* and *elles*.

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 4 The student will be able:

1. to ask and tell about possession using *avoir*.

2. to ask and tell to whom an object belongs or to whom a person is related.

LINGUISTIC CONTENT

1.1 Subject + *avoir* indefinite article + noun +?

Oui + subject + *avoir* + indefinite article + noun.

Tu as un chien?
Oui, j'ai un chien.
Non, je n'ai pas de chiens.

1.2 *Qu'est-ce que* + subject + verb + ?

Qu'est-ce que tu as?
J'ai une pomme.

Note: Teach *avoir* in the affirmative only with *je/tu/il/elle/ils* and *elles*.

Teach *pas de* as a global expression.

2.1 *C'est* *le* / *la* / *l'* / *les* + noun + *de* + name of person

C'est + definite article + noun + *de* + name of person + ?

C'est le chat de Pierre?

Est-ce que + *c'est* + definite article + noun + *de* + name of person + ?

Est-ce que c'est le chat de Pierre?

Oui + *c'est* + definite article + noun + *de* + name of person .

Oui, c'est le chat de Pierre.

Note: As in English, *les* in expressions *c'est les* is acceptable in spoken French.

GRADE 4

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 The student will be able:	
1. to ask the time and tell time on the hour.	1.1 *Quelle heure est-il?* *Il est une heure (midi, minuit).*

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 The student will be able:	
1. to ask and tell where someone or something is.	1.1 *Où est* + name of person + ? *Où est Pierre?* *Où est* + definite article + noun + ? *Où est le chat?* *Où est le crayon?* Subject pronoun + *est* + preposition + article + noun. *Il est dans la maison.* *Il est sur la table.*

CATEGORY: EXPRESSING EMOTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 4 The student will be able:	
1. to express emotion using interjections.	1.1 *Oh! quel beau chien!* *Oh! quelle belle montre!* Note: Teach as global expressions, substituting appropriate nouns.

SUGGESTED VOCABULARY

GRADE 4

LES NOMS	*Paul*	*Pauline*
	Louis	*Louise*
	Pierre	*Pierrette*
	Jean	*Jeanne*
	etc...	
LES ANIMAUX	*un chien*	*une souris*
	un chat	*une poule*
	un lapin	*une vache*
	un canard	*etc...*
	un loup	
	un oiseau	
	un poisson	
	un cochon	
	un mouton	
LES JOUETS	*un avion*	*une balle*
	un camion	*une poupée*
		une corde à sauter
		une auto
L'ECOLE	*un crayon*	*une fenêtre*
	un livre	*une table*
	un tableau	*une craie*
	un bureau	*une chaise*
	un stylo	*une gomme*
	un cahier	
LES COULEURS	*bleu*	*bleue*
	jaune	
	orange	
	rouge	
	noir	*noire*
	rose	
LA FAMILLE	*le père*	*la mère*
	le frère	*la soeur*
	le bébé	

SUGGESTED VOCABULARY

GRADE 4

LES CHIFFRES

un
deux
trois
quatre
cinq
six
sept
huit
neuf
dix

onze
douze
treize
quatorze
quinze
seize
dix-sept
dix-huit
dix-neuf
vingt

vingt et un (e)
vingt-deux
vingt-trois
vingt-quatre
vingt-cinq
vingt-six
vingt-sept
vingt-huit
vingt-neuf
trente
trente et un (e)

ORDRES ET COMMANDEMENTS

levez-vous	lève-toi
ouvrez	ouvre
écrivez	écris
répondez	réponds
entrez	entre
mettez	mets
comptez	compte
dormez	dors
asseyez-vous	assieds-toi
fermez	ferme
demandez	demande
lisez	lis
donnez	donne
regardez	regarde
venez ici	viens ici

VERBES

avoir
monter
regarder

aller
jouer
parler

écouter

L'HEURE

une heure
deux heures
etc ...

midi
minuit

PREPOSITIONS

à, sur, sous, dans, derrière, devant, entre.

INTERJECTIONS

Oh! la, la!

GRADE(S) 5

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to inquire after and tell about state of health, giving various reasons for not feeling well.	1.1 *Ca va bien?* *Non, ça va mal. J'ai mal à la tête.* *J'ai mal à la tête/gorge/jambe.* *au doigt/ventre/bras.* *aux genoux/pieds/dents/yeux/oreilles.* *J'ai faim.* *soif.* 1.2 *Est-ce que tu as mal à la tête?* *Non, je n'ai pas mal à la tête.* *Non, j'ai mal aux pieds.* Teach the above as global expressions.

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to ask and tell what animals or objects are.	1.1 *Ce sont* + indefinite article + noun. *Qu'est-ce que c'est?* *Ce sont des livres.* Note: *C'est des livres* is generally accepted in spoken French.
2. to ask and tell what a person, animal or object looks like.	2.1 *Comment* + *est* + name of person + ? Name of person or pronoun + *est* + adjective. *Comment est Paul?* *Paul est grand.* *Il est grand.* *Comment* + *est* + definite article + noun + ? Definite article + noun + *est* + adjective. *Comment est la balle?* *La balle est petite.* *Elle est petite.* Note: Adjectives agree in gender and number with the subject of the verb *être*.
3. to ask and tell the colour of an object or an animal.	3.1 *De quelle couleur* + *est* + definite article + noun + ? *De quelle couleur est la maison?* *La maison est blanche.* Subject + *être* + colour. *Elle est blanche.* Note: Colours agree in gender and number with the subject of the verb *être*.

GRADE(S)________________

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 (continued)	
4. to tell how many persons, animals or objects there are.	4.1 *Combien de garçons (livres) est-ce qu'il y a?* *Il y a* + number (1 to 61) + noun. *Il y a trente livres.* *Il y a quarante garçons.*
5. to ask and tell about occupations.	5.1 *Je* *elle* *tu* *ils* + *être* + name of profession. *il* *elles* *Vous êtes facteur?* *Oui, je suis facteur.* *Elle est professeur?* *Oui, elle est professeur.* Note: Teach occupations in role playing situations.

GRADE 5

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to ask what is being done and to respond in the negative.	1.1 Subject + verb + ? *Tu travailles?* Subject + *ne* + verb + *pas.* *Non, je ne travaille pas.*
	1.2 *Qu'est-ce que* + subject + *faire* + ? *Qu'est-ce que tu fais?* *Je travaille.* Note: Teach the affirmative forms of *faire* with *je/tu/il/elle/ils/elles* and *on*.
	1.3 *Qu'est-ce que* + subject + verb + ? *Qu'est-ce que tu regardes?* Subject + verb + object. *Je regarde la rue.* Note: a. Teach verbs in the affirmative and negative *(ne pas)* with *je/tu/il/elle/ils/elles* and *on*. b. Present tense only.

GRADE(S) 5

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able: 1. to ask and tell to whom an object belongs.	1.1 *C'est* + possessive adjective + noun + ? *C'est ton pantalon?* *Oui, c'est* + possessive adjective + noun. *Oui, c'est mon pantalon.* *Non* + *ce n'est pas* + possessive adjective + noun. *Non, ce n'est pas mon pantalon.* 1.2 *Ce sont* + possessive adjective + noun + ? *Ce sont tes livres?* *Oui* + *ce sont* + possessive adjective + noun. *Oui, ce sont mes livres.* *Non* + *ce ne sont pas* + possessive adjective + noun. *Non, ce ne sont pas mes livres.* Note: Teach only *mon/ma/mes,* *ton/ta/tes,* *son/sa/ses.*

GRADE 5

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to tell time on the quarter hour and on the half hour.	1.1 *Quelle heure est-il?* *Il est une heure et quart.* *Il est une heure moins le quart.* *Il est une heure et demie.*
2. to ask and tell what day of the week it is.	2.1 *Quel jour est-ce aujourd'hui?* *C'est aujourd'hui lundi.*
3. to ask and tell what month of the year it is.	3.1 *Quel mois est-ce?* *C'est janvier.*

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to ask whether there is someone or something in a specific place or to tell that there is someone or something in a specific place.	1.1 *Est-ce que* + *il y a* + indefinite article + noun + prepositional phrase + ? *Est-ce qu'il y a une gomme sur le pupitre?* *Oui, il y a* + indefinite article + noun + prepositional phrase. *Oui, il y a une gomme sur le pupitre.*
2. to ask and tell where one performs various actions.	2.1 *Où est-ce que* + subject + verb + ? *Où est-ce que Jean joue?* Subject + verb + prepositional phrase. *Il joue dans la cour.* *a* *sur, sous* *derrière, devant, entre*

CATEGORY: EXPRESSING EMOTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to ask and tell about likes and dislikes.	1.1 *Tu aimes l'hiver?* Subject + *ne* + *aimer* + *pas* + noun. *Non, je n'aime pas le chocolat.* Subject + *aimer* + noun. *J'aime le chocolat.* Note: Teach *aimer* in the affirmative and negative with *je/tu/il/elle/ils/elles* and *on*.

CATEGORY: EXPRESSING MANNER AND MEANS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to tell how an action is performed.	1.1 *Comment est-ce que Paul dessine?* Subject + verb + adverb. *Il dessine bien.* *Il dessine très bien.*
2. to tell by what means (instrument) an action is performed.	2.1 *Avec quoi est-ce que tu dessines?* Subject + verb + *avec* + indefinite article + noun. *Je dessine avec des crayons.*

GRADE 5

CATEGORY: EXPRESSING DESIRE AND PERMISSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to ask and tell about wishes or desires.	1.1 *Qu'est-ce que* + subject + *vouloir* + ? *Qu'est-ce que tu veux?* *Je voudrais* + indefinite article + noun. *Je voudrais un beigne.* *Je voudrais une étoile.* *Je voudrais des cadeaux.* or *Je veux* + indefinite article + noun + *s'il vous plaît.* Note: a. Teach the affirmative of *vouloir* with *je/tu/il/elle.* Singular only. b. Restrict complements to those preceded by *un/une/des* where a selection is to be made from several objects being offered. c. Teach *je voudrais* as a global expression. d. *S'il vous plaît* may be used with all expressions of politeness.

GRADE 5

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to respond in the affirmative to questions beginning with the interrogative "*pourquoi*".	1.1 *Pourquoi est-ce que tu manges?* *Parce que* + subject + verb ... *Parce que j'ai faim.* Note: a. Insist on *Parce que* in the response to develop an association with the interrogative adverb *Pourquoi*.

CATEGORY: CONNECTING IDEAS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 5 The student will be able:	
1. to express connection between two words using "*et*".	1.1 *Qu'est-ce que tu fais?* Subject + verb + definite article + noun + *et* + definite article + noun. *Je prends la balle et le bâton.*
2. to respond to questions using "*ou*" indicating choice.	2.1 Subject + verb + article + noun + *ou* + article + noun + ? *Tu voudrais une pomme ou une orange?* *Est-ce que tu veux une pomme ou une orange?* Subject + verb + indefinite article + noun. *Je voudrais une pomme.*

SUGGESTED VOCABULARY

GRADE 5

LES ADJECTIFS	*grand*	*grande*
	petit	*petite*
	content	*contente*
	fatigué	*fatiguée*
	beau	*belle*
	gros	*grosse*
	gentil	*gentille*
LES COULEURS	*blanc*	*blanche*
	vert	*verte*
	violet	*violette*
	gris	*grise*
	brun	*brune*
	bleu	*bleue*
	noir	*noire*
	jaune	*jaune*
	orange	*orange*
	rouge	*rouge*
	rose	*rose*

LES CHIFFRES

32 - 61

trente-deux
trente-trois
trente-quatre
trente-cinq
trente-six
trente-sept
trente-huit
trente-neuf
quarante
quarante et un (e)
quarante-deux
quarante-trois
quarante-quatre
quarante-cinq
quarante-six
quarante-sept
quarante-huit
quarante-neuf
cinquante
cinquante et un (e)
cinquante-deux
cinquante-trois
cinquante-quatre
cinquante-cinq
cinquante-six
cinquante-sept
cinquante-huit
cinquante-neuf
soixante
soixante et un

SUGGESTED VOCABULARY

GRADE 5

LES PROFESSIONS ET LES METIERS

un dentiste
un fermier
un professeur
un medecin
un boulanger
un facteur
un directeur

une directrice

NOTE: *C'est un dentiste.*
Il est dentiste.
Professeur may be used to refer to male or female doctors.

VERBES

chanter
compter
dessiner
écouter
fermer
montrer
regarder
danser
porter
aller
entrer
acheter
manger
faire les courses

donner
ecrire
faire
lire
mettre
ouvrir
répéter
enlever
mettre
venir
sortir
payer
boire
vouloir

LES VETEMENTS

un pantalon
un chandail
un chapeau
un manteau
un soulier
un parka

un anorak

une robe
une jupe
une blouse
une chemise
une ceinture
une casquette
une botte
une chaussette
une tuque

SUGGESTED VOCABULARY

GRADE 5

LES JOURS DE LA SEMAINE

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Note: Names of days and months are NOT capitalized.

LES MOIS

janvier
février
mars
avril
mai
juin
juillet
août (u) or (ut)
septembre
octobre
novembre
décembre

PREPOSITIONS

à droite de
à gauche de
près de
loin de
à côté de
à droite
à gauche

ENDROITS

un jardin
un magasin
une bibliothèque
une église
une école

INTERJECTIONS

Maintain vocabulary of Grade 4 and add:

Mm! C'est bon! Chut! Aïe! Eh bien!

SUGGESTED VOCABULARY

GRADE 5

L'HEURE

Maintain Grade 4 vocabulary and add:

une heure et quart
une heure et demie
etc ...

une heure moins le quart

ADVERBES

bien
vite
doucement
très
fort

mal
lentement

Note: Use adverbs with related verbs.

NOEL

l'enfant Jésus
Marie
Joseph
le père Noël

un arbre de Noël
un bas de Noël
un cadeau

une crèche
une étoile
une cheminée

un beigne

une tourtière
une dinde
une bûche de Noël

Joyeux Noël!
Bonne et Heureuse Année!

CONJONCTIONS

et, ou

LES FRUITS ET LES LEGUMES

un pamplemousse
un ananas
un bleuet
un abricot

une pomme
une orange
une banane
une poire
une pêche
une framboise
une cerise
une fraise

un chou

une carotte
une tomate
une pomme de terre (patate)

GRADE 6

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to inquire after and tell about state of health in a formal situation.	1.1 *Comment allez-vous?* *Je vais bien, merci.* 1.2 *Mme Jones, comment va-t-elle?* *Elle va bien.*
2. to take leave referring to the day of the next meeting.	2.1 *A lundi, Monsieur / Pierre.* *Au revoir, Monsieur, à lundi.*

GRADE 6

CATEGORY: IDENTIFYING AND/OR DESCRIBING PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to ask and tell in which city or town someone lives.	1.1 *Où est-ce que* + subject + verb + ? *J'habite* + name of city or town. *Où est-ce que tu habites?* *J'habite Edmonton.* (also) *J'habite à Edmonton.*
2. to ask and tell about telephone numbers.	2.1 *Quel est ton numéro de téléphone?* *C'est 2-4-9 - 0-7-7-8.* *Mon numéro de téléphone est . . .* Note: Teach as a global expression.
3. to tell on what page something is located.	3.1 *C'est à quelle page?* *C'est à la page 61 .... 101.* Note: Teach as a global expression.

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to ask and tell about what he and others are doing.	1.1 *Est-ce que* + subject + verb +? *Est-ce que vous jouez?* *Nous* / *Vous* + verb *Nous jouons.* Note: Teach the *nous* and *vous* persons of the verb and extend use to all verbs.
2. to express commands in the affirmative and in the negative.	2.1 *Ne* + imperative of verb + *pas* *N'écoute pas* *N'écoutons pas* *N'écoutez pas* Note: 1. Teach all persons of the imperative of regular verbs. 2. Drop the *s* from the *tu* form of the regular *er* verbs.
3. to suggest that he and others do something together.	3.1 *Jouons au hockey!* Note: Teach the first person plural of the imperative.
4. to ask and tell what has been done.	4.1 Subject + verb *avoir* + past participle . . . *Qu'est-ce que tu as mangé?* *J'ai mangé ...* Note: a) *Le passe composé* or past indefinite tense is elective in Grade 6. b) Teach the *passé composé* with *"er"* verbs conjugated with *avoir* with *je/tu/il/elle/ils/elles*.

GRADE 6

CATEGORY: EXPRESSING ACTIONS cont'd

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
5. to ask and tell what is going to be done in the immediate future.	5.1 *Qu'est-ce que Pierre et Louise vont faire?* Subject noun or pronoun + *aller* + infinitive. *Ils vont danser.* Note: a) Teach *aller* in the affirmative with all persons.

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to tell to whom an object belongs.	1.1 *A qui est le livre?* Subject pronoun + *être* + *à* + disjunctive pronoun. *Il est à moi.* Note: a) Teach only *à moi*, *à toi*, and *à* + name of person. b) *C'est à moi* is acceptable in spoken French.

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to ask and tell the time in minutes to the hour.	1.1 *Quelle heure est-il?* *Il est une heure dix.* 1.2 *Quelle heure est-il?* *Il est une heure moins cinq.*
2. to ask and tell the date.	2.1 *Quelle est la date aujourd'hui?* *C'est aujourd'hui lundi, le 14 janvier.*
3. to tell the date of a birthday.	3.1 *Quel est le jour de ton anniversaire?* *C'est le 7 décembre.*
4. to identify what season it is.	4.1 *C'est quelle saison?* *C'est le printemps.* Note: Teach above questions as global expressions.
5. to ask and tell at what time an action takes place.	5.1 *A quelle heure est-ce que* + subject + verb + ? *A quelle heure est-ce que tu vas à l'école?* *Je vais à l'école à huit heures et demie.*
6. to ask and tell in which season(s) someone performs certain activities.	6.1 *Quand est-ce que* + subject + verb + ? *Quand est-ce que tu patines?* *Je patine en hiver.*
7. to tell in general terms when an action takes place. (present and future)	7.1 *Quand est-ce que tu vas à l'église?* *Le dimanche.* *Quand est-ce que tu vas au cinéma?* *Aujourd'hui.* *Quand est-ce que tu vas faire du ski?* *Demain.* *Quand est-ce qu'il a neigé?* *Hier.* Note: 1. The past indefinite tense is elective in Grade 6. 2. Pronunciation pattern: *Quand* $\overset{t}{\smile}$ *est-ce que ...?*

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
8. to answer "yes-no" to questions about when actions and situations have taken place.	8.1 *Tu as mangé une pomme hier?* *Oui.*

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to ask and tell where people and objects are located	1.1 *Le* *La* + *voilà* *Les* *voici* *Le voilà* *La voilà* *Les voici*
2. to ask and state where various actions are performed	2.1 *Où est-ce que* + subject + verb + ? *Qu'est-ce que tu manges?* Subject + verb + prepositional phrase *Je mange dans la salle à manger.*
3. to ask and tell where someone is going, using *où, à la, à l'* and *aux*.	3.1 *Où est-ce que* + subject + *aller* + ? *Où est-ce qu'il va?* Subject + *aller* + prepositional phrase *Il va à l'école.* Note: Teach nouns preceded by contracted articles *au, à la, à l'* and *aux*.
4. to ask and tell where someone is coming from, using *du, de la, de l'* and *des*.	4.1 Subject + verb + *du* *de la* + *nous* *des* *de l'* *D'où viens-tu?* *Je viens des montagnes.* Note: Teach *D'où viens-tu?* as a global expression.

CATEGORY: EXPRESSING EMOTION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able: 1. to ask and tell about emotions using *etre* + appropriate adjectives.	1.1 *Pierre est content?* *Oh! oui, il est content!* *Marie est contente* *Oui, elle est contente.* Note: Adjectives agree in gender and number with the subject of the verb *etre*.

CATEGORY: EXPRESSING MANNER AND MEANS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able: 1. to ask and tell the means of going somewhere.	1.1 *Comment est-ce que* + subject + *aller* + prepositional phrase + ? *Comment est-ce que tu vas à l'école?* Subject + *aller* + prepositional phrase + preposition + noun. *Je vais à l'école (à pied, à bicyclette, en autobus, en auto).*

GRADE 6

CATEGORY: EXPRESSING DESIRE AND PERMISSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to state orally wishes or desires using the partitive article.	1.1 *Qu'est-ce que tu veux?* *Je voudrais* + *des/du/de la/de l'* + noun. *Je voudrais des fruits.* *Je voudrais du pain.* *de la salade.* *de l' eau.* *des oranges.* Note: Teach the partitive in the affirmative forms only.
2. to ask and tell about what someone would like to do.	2.1 *Qu'est-ce que* + subject + verb + infinitive + ? *Qu'est-ce que tu veux faire?* *Je voudrais* + infinitive. *Je voudrais manger.* Note: Use *je voudrais* with the infinitive of previously learned verbs.

GRADE 6

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to tell why an action is or is not performed.	1.1 *Pourquoi est-ce que Pierre mange?* *Parce qu'il a faim.* *Pourquoi est-ce que Pierre ne mange pas?* *Parce qu'il n'a pas faim.* Note: Review the affirmative and negative of verbs in response to questions beginning with *pourquoi*.

CATEGORY: CONNECTING IDEAS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 6 The student will be able:	
1. to express connection between two simple sentences using "*et*".	1.1 *Le chien court. L'oiseau vole.* *Le chien court et l'oiseau vole.*
2. to invite someone to make a choice using "*ou*".	2.1 *Est-ce que tu veux* + indefinite article + noun + *ou* + indefinite article + noun + ? *Est-ce que tu veux une banane ou une pomme?*

SUGGESTED VOCABULARY

GRADE 6

LA MAISON

Les parties d'une maison

un mur
un toit
un plafond
un plancher

une porte
une fenêtre
une cheminée
un sous-sol

Les pièces

un salon

une cuisine
une salle à manger
une chambre à coucher
une salle de bain
les toilettes (separate room in Europe)
une salle de jeux
une salle de récréation
une salle de séjour

Les objets de la maison

un fauteuil
un réfrigérateur
un lit
un téléphone

une chaise
une table
une lampe
etc.

Vocabulaire correspondant

un garage

une rue
une avenue

LES SPORTS

le tennis
le baseball
le ski
le football
le hockey

Jouer au
- *tennis*
- *football*

Faire du
- *patinage*
- *ski*

Faire de la natation

SUGGESTED VOCABULARY

GRADE 6

VERBES

Aller + infinitif (maintain verbs in Grade 4 and 5 and add:)

aller + nager
patiner
sauter
jouer
gagner
lancer
attraper

inviter
frapper
remercier
téléphoner
entendre
écouter

donner
préparer
apporter
mettre
prendre

jouer
faire du camping
nager
pêcher

manger
boire

aimer
vouloir

sortir
se lever
s'asseoir
venir
attendre
marcher
arriver
partir
embarquer
courir

SUGGESTED VOCABULARY

GRADE 6

LA FAMILLE

le grand-père	*la grand-mère*
l'oncle	*la tante*
le cousin	*la cousine*

L'HEURE

Maintain vocabulary of Grades 4 and 5 and add:

une heure cinq
une heure dix
etc ...

LES SAISONS

le printemps	*au printemps*
l'été	*en été*
l'automne	*en automne*
l'hiver	*en hiver*

Je joue aux billes au printemps.
Je nage en été.
Je joue au football en automne.
Je patine en hiver.

L'ANNIVERSAIRE

un anniversaire
une fête (canadianisme)
un ami
un jouet
un bonbon
un cadeau
un papier
un ruban
un disque
un tourne-disque

une invitation
une poupée
une radio
une boîte
une surprise

l'âge (un)

Note: In Canada, *une fête* may be used as an alternative to *anniversaire*.

ADVERBES

aujourd'hui
demain
hier

LES VACANCES

un lac
un pique-nique

de l'eau

une rivière
une montagne
une plage
une forêt
une tente

SUGGESTED VOCABULARY

GRADE 6

ADJECTIFS

content
gentil
fâché
malade
fatigué
triste
furieux

LA NOURRITURE ET LES REPAS

Le petit déjeuner:

du café
du lait
du chocolat
du pain
du beurre
du jus d'orange
du bacon

un biscuit
un oeuf

du poisson
du thé

de la confiture
de la céréale

des toasts (des rôtis)

une pomme de terre
une carotte
une tomate

de la viande

des fruits

de l'eau

le déjeuner
le dîner
le souper

EXPRESSIONS

merci
merci, Monsieur
merci, Madame
s'il vous plaît
de rien
il n'y a pas de quoi

LES MOYENS DE TRANSPORT

un train
un avion
un bateau
un traîneau
un autobus

une motocyclette
(une moto)
une bicyclette
une mobilette
une moto-neige

SUGGESTED VOCABULARY

GRADE 6

LES CHIFFRES

soixante-deux
soixante-trois
soixante-quatre
soixante-cinq
soixante-six
soixante-sept
soixante-huit
soixante-neuf
soixante-dix
soixante et onze
soixante-douze
soixante-treize
soixante-quatorze
soixante-quinze
soixante-seize
soixante-dix-sept
soixante-dix-huit
soixante-dix-neuf

quatre-vingts
quatre-vingt-un
quatre-vingt-deux
quatre-vingt-trois
quatre-vingt-quatre
quatre-vingt-cinq
quatre-vingt-six
quatre-vingt-sept
quatre-vingt-huit
quatre-vingt-neuf
quatre-vingt-dix
quatre-vingt-onze
quatre-vingt-douze
quatre-vingt-treize
quatre-vingt-quatorze
quatre-vingt-quinze
quatre-vingt-seize
quatre-vingt-dix-sept
quatre-vingt-dix-huit
quatre-vingt-dix-neuf
cent
cent un

MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 4, 5 and 6, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

COURSE OUTLINE

GRADE	ALBERTA	CANADA OUTSIDE QUEBEC	QUEBEC	WORLD
4	Family centres, Christmas, Easter, Songs			
5		Fêtes, Geography, History, Daily Living, Speech, Crafts		
6			Fêtes, Geography, History, Daily Living, Sports, Crafts	
7	Cuisine, Fêtes, Songs/Music, Family, Geography, History, Famous People, Arts, Daily Living, Sports, Leisure, Crafts			
8		Daily Living, Family, Friends and Acquaintances, Attitudes, Famous People		
9			Geography, History, Contemporary Québec Influence	
10				France Geography, Economy, People, Daily Life, Arts, Science and Technology
11				World Location, History, Lifestyle, Influence, Attitudes
12	See the topics suggested in the Handbook			

PRESCRIBED LEARNING RESOURCES

ELEMENTARY

1. Nuffield Schools Council, *En avant*, (J.M. Dent and Sons (Canada) Ltd., Toronto: 1974) Stages 1 and 2
2. Duplantie, R., *J'écoute, Je parle*, (Gage Publishing Ltd., Agincourt: 1971) Levels 1 and 2
3. Kerr, D. et al, *Ici on parle français*, (Prentice-Hall Canada Ltd., Scarborough: 1970) Levels 1 and 2
4. Bick, C. et al, *Répondez s'il vous plaît*, (Copp-Clark Ltd., Toronto: 1975) Levels 1, 2 and 3.

CATEGORY:

TO EXPRESS SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To express greetings appropriate to the time of day and the person greeted.	I.U. page 17 I.U. page 30	Level I, Unit 1, Day 1	Livre I, Ch. 1.	*Allons-y!* Unit 1
2. To inquire after and tell about state of health.	I.U. page 17	Level I, Unit 1, Day 10	Livre 1, Ch. 1, 11.	*Allons-y!* Unit 15
3. To take leave using an appropriate expression.	I.U. page 17	Level I, Unit 1, Day 2, Day 5, "Au revoir" only	Livre 1, Ch. 1.	*Allons-y!* Unit 1
4. To excuse themselves in in various situations.	U.16A page 156	Level I, Unit 1, Day 14		
5. To introduce someone to a third party.	U.I. page 25	Level I, Unit 8, Situation Dialogue Scène 3, page 8	Livre I, Ch. 7. Livre II, Ch. 3.	*Allons-y!* Unit 1

CATEGORY:

TO EXPRESS SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 5 The student will be able:				
1. To inquire after and tell about state of health, giving various reasons for not feeling well.		Level I, Unit 5, Conversational Exchange 1	Livre I, Ch. 11. Livre II, Ch. 9.	*Ça roule!* Unit 2 *Ça roule!* Unit 9
2. To inquire about, and to comment on the weather.	U.24A page 38	Level I, Unit 4, Conversational Exchange 1	Livre II, Ch. 7, 8.	*Allons-y!* Unit 10
Grade 6 The student will be able:				
1. To introduce someone to a third party.				*Allons-y!* Unit 1
2. To inquire after and tell about state of health.				*Allons-y!* Unit 15 *A grands pas!* Unit 14

CATEGORY:

TO EXPRESS SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 6 The student will be able: (continued)				
3. To take leave referring to the day of the next meeting.		Level I, Unit 5, Conversational Exchange 4, page 3 "à ce soir" Level II, Unit 3, Conversational Exchange 1, page 4		

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE
PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To ask and tell about names.	I.U. page 18	Level I, Unit 7, Conversational Exchange 3, page 2	Livre I, ch. 1. Livre II, Ch. 10.	*Allons-y!* Unit 2
2. To ask and tell about age.	I.U. page 2	Level II, Unit 4, Histoire en Images 1, page 4	Livre II, Ch. 10.	*Ça roule!* Unit 9
3. To ask and tell about who soemone is.	I.U. page 16	Level I, Unit 1, Day 1 - Affirmative	Livre I, Ch. 1.	*Allons-y!* Unit 1
4. To identify an animal or object using *voilà* and/or gesture.	U.2 page 33	Level I, Unit 2, Conversational Exchange 1, Le voilà, la voilà, les voilà	Livre I, Ch. 3	*Allons-y!* Unit 5
5. To ask and tell what an object is.	U.2 page 33 U.5 page 57	Level I, Unit 3, Conversational Exchange 3, page 3	Livre I, Ch. 3.	*Allons-y!* Unit 2

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able: (continued)				
6. To count the number of persons, animals or objects.	Unit 26 page 58	Level I, Unit 1, Day 2, 3, Unit 3	Livre I, Ch. 10, 11.	*Allons-y!* Unit 11
7. To tell the colour of objects and animals.	U.13 page 119 U.12 page 110 U. 12 page 111	Level I, Unit 4, Conversational Exchange 2, page 2	Livre II, Ch. 10.	*Allons-y!* Unit 3 *Allons-y!* Unit 15
8. To ask and tell about weather.		Level I, Unit 4, Conversational Exchange 2		
Grade 5 The student will be able:				
1. To ask and tell what animals or objects are.	U. 2 page 35 U. 6 page 64, 66	Level I, Unit 3, Conversational Exchange 2, 3	Livre I, Ch. 3.	*Allons-y!* Unit 2 *Ça roule!* Unit 2

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE
PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 5 The student will be able: (continued)				
2. To ask and tell a person, animal or object looks like.	U.14B	Level I, Unit 7, Picture Study 1	Livre I, Ch. 3.	*Allons-y!* Unit 11 *Ça roule!* Unit 6
3. To ask and tell the colour of an object or an animal.	U.13 page 124	Level I, Unit 6, Conversational Exchange 3, Picture Study 1, Unit 8, Picture Study 1		*Allons-y!* Unit 15
4. To tell how many persons, animals or objects there are.	U.26 page 56	Level II, Unit 1, page 10	Livre I, Ch. 10, 11, numbers 1-12.	*Allons-y!* Unit 5
5. To ask and tell about occupations.			Livre I, Ch. 3.	*Allons-y!* Unit 9

CATEGORY:

TO IDENTIFY AND/OR DESCRIBE PERSONS, ANIMALS OR OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 6 The student will be able:				
1. To ask and tell in which city or town someone lives.		Level II, Unit 4, Histoire en Images 1, page 4		*Allons-y!* Unit 9 *A grands pas!* Unit 1
2. To ask and tell about addresses.		Level II, Unit 4, Histoire en Images 3, page 8	Livre II, Ch. 10.	
3. To ask and tell about telephone numbers.		Level I, Unit 7, Conversational Exchange 3, page 3 "Donne-moi ton numéro..."		
4. To ask and tell on what page something is located. To respond to a direction including a page number.		Level II, Unit 1, Conversational Exchange 6, page 8		

CATEGORY:

TO EXPRESS ACTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To give and to respond to orders with appropriate actions.		Level I, Unit 2, Conversational Exchange 4 "Donne-moi"	Livre I, Ch. 1.	*Allons-y!* Unit 2, Unit 7 *Ça roule!* Unit 1, Unit 9
2. To respond both physically and verbally.		Level I, Unit 3 Conversational Exchange 1, 2, 3, 4 "venir" et "donner"		
Grade 5 The student will be able:				
1. To ask and tell what is being done in the classroom.	U.19, p. 188 U.18, p. 184	Level I, Unit 3, Conversational Exchange 1	Livre I, Ch. 4, 6.	*Allons-y!* Unit 13
Grade 6 The student will be able:				
1. To suggest that he and others do something together.				*A grands pas!* Unit 6

CATEGORY:
TO EXPRESS ACTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 6 The student will be able: (continued)				
2. To ask and tell about what he and others are doing.				*Ça roule!* Unit 7 Unit 9
3. To ask and tell what has been done.		Level II, Unit 4, Conversational Exchange 2, page 9	Livre I, Ch. 8.	*A grands pas!* Unit 11
4. To ask and tell what is going to be done.		Level II, Unit 3, Histoire en Images 1, page 7		*A grands pas!* Unit 5

CATEGORY:

TO EXPRESS POSSESSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To ask and tell to whom an object belongs or to whom a person is related.		Level I, Unit 2, Conversational Exchange 2	Livre I, Ch. 3.	*Allons-y!* Unit 6
Grade 5 The student will be able:				
1. To ask and tell about possession.		Level I, Unit 4, Conversational Exchange 1, 3 Situation Dialogue, page 6	Livre I, Ch. 11.	*Allons-y!* Unit 11
2. To ask and tell to whom an object belongs.			Livre I, Ch. 5 Livre II, Ch. 3.	*Allons-y!* Unit 6
Grade 6 The student will be able:				
1. To tell to whom an object belongs.			Livre II, Ch. 5.	*Allons-y!* Unit 6

CATEGORY:
TO EXPRESS TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To ask and tell time on the hour.	U.9 page 90	Level II, Unit 1, Day 6	Livre II, Ch. 7, 10.	*Allons-y!* Unit 13
Grade 5 The student will be able:				
1. To ask and tell time on the quarter hour and on the half hour.	U.33 page 106	Level II, Unit 1, page 11		*Allons-y!* Unit 14 & 15 *Ça roule!* Unit 1
2. To ask and tell what day of the week it is.	U.23A	Level II, Unit 3, page 10	Livre II, Ch. 10.	*A grands pas!* Unit 9 *Allons-y! Unité mobile I*
Grade 6 The student will be able:				
1. To ask and tell the time in minutes to the hour.		Level II, Unit 1, Day 7, page 11		*A grands pas!* Unit 6

CATEGORY

TO EXPRESS TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 6 The student will be able: (continued)				
2. To ask and tell what month of the year it is.		Level I, Unit 3		*Allons-y! Unité mobile 1.*
3. To ask and tell the date.	U.23B	Level I, Unit 3		*Allons-y! Unité mobile 1.*
4. To tell the date of a birthday.		Level II, Unit 1 Day 21, page 20		*Allons-y! Unité mobile 1.*
5. To identify what season it is.			Livre II, Ch. 8.	*Allons-y! Unité mobile 1.*
6. To tell at what time an action takes place.		Level II, Unit 1 Day 19, page 9		
7. To tell in which season(s) someone performs certain actions.			Livre II, Ch. 8	*Allons-y! Unit 13 and Unité mobile 1.*

CATEGORY:

TO EXPRESS TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 6 The student will be able: (continued)				
8. To tell in general terms when an action takes place. (present, past and future)		Level II, Unit 5 Conversational Exchange 1, page 4	Livre II, Ch. 10.	*A grands pas!* Unit 11
9. To answer "yes-no" to questions about when actions and situations have taken place.		Level II, Unit 5	Livre I, Ch. 8	*A grands pas!* Unit 11

CATEGORY:

TO EXPRESS LOCATION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To ask and tell where someone or something is.	U.16A page 158-159	Level I, Unit 2, Conversational Exchange 1, 2	Livre I, Ch. 5.	*Allons-y!* Unit 7 Unit 10
Grade 5 The student will be able:				
1. To ask whether there is someone or something in a specific place or to tell that there is someone or something in a specific place.		Level I, Unit 3, Conversational Exchange 6, "sous", Picture Study 2 "dans"	Livre II, Ch. 6	*Allons-y!* Unit 5
2. To ask and tell where one performs various actions in and about the school and the home.		Level I, Unit 7, Conversational Exchange 2	Livre II, Ch. 7.	*Allons-y!* Unit 15
Grade 6 The student will be able:				
1. To ask and state where various actions outside the school are performed.		Level II, Unit 2, Day 18, page 9	Livre II, Ch. 7.	*Allons-y!* Unit 15
2. To ask and tell where someone is going.		Level II, Unit 3, Day 13, page 7	Livre II, Ch. 10.	*Allons-y!* Unit 15

CATEGORY:

TO EXPRESS EMOTION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*J'écoute Je parle*	*R.S.V.P.*
Grade 4 The student will be able:				
1. To express emotion using interjections.			Livre I, Ch. 3, 8.	
Grade 5 The student will be able:				
1. To ask and tell about likes and dislikes.		Level I, Unit 6, Conversational Exchange 2, page 3 "adore"		*Ça roule!* Unit 3
Grade 6 The student will be able:				
1. To ask and tell about emotions using *être* + appropriate adjectives.		Level II, Unit 1, Histoire en Images 4, page 15	Livre II, Ch. 3	*Allons-y!* Unit 9
2. To ask and tell others about likes or dislikes.				*Ça roule!* Unit 3

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 7, 8 and 9

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 9, the student, by listening, will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish among French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the required linguistic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations;
6. Recognize specific information and ideas;
7. Discuss a passage by answering questions and by citing evidence to support conclusions;
8. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items.

SPEAKING

At the end of Grade 9, the student will be able to:

1. Produce accurately French sounds, intonation, rhythm, stress, elision and liaision;
2. Respond orally to cues which require the use of basic linguistic elements of the program;

SPEAKING (continued)

3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary;
7. Interview someone;
8. Present a summary of a specified topic.

READING

At the end of Grade 9, the student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation;
3. Read silently with comprehension recombinations and rearrangements of familiar material;
4. Read for general meaning, material containing some unfamiliar cognates or vocabulary items;
5. Read for specific information and ideas;
6. Discuss a passage read by answering questions or by citing evidence to support conclusions;
7. Skim for comprehension of major ideas contained in a short text;
8. Use a unilingual French pictorial dictionary effectively.

WRITING

At the end of Grade 9, the student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;

2. Write dictations based on familiar material learned orally;
3. Write answers to questions which utilize only familiar vocabulary;
4. Write guided compositions based on responses to questions from visual and oral cues.

CULTURAL UNDERSTANDING

At the end of Grade 9, the student will be able to:

1. Demonstrate knowledge of francophone culture in Alberta, Québec and other parts of Canada;
2. Describe differences and similarities between these cultural areas and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings and emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities.

SUGGESTED ALLOTMENT OF TIME
FOR SKILL DEVELOPMENT

	Listening Comprehension (%)	Speaking (%)	Reading (%)	Writing (%)
Grade 7	25	40	20	15
Grade 8	25	40	20	15
Grade 9	25	40	20	15

PREMISES

1. This is a suggested allotment of class time only.

2. Although SL learning activities involve a multiplicity of skills, these time allotments indicate the proportion of class time to be spent on activities designed to emphasize the development of a particular skill.

3. Although the proportion of time for each of the skill areas remains constant, the actual time does increase in high school because of the increase from 100 hours to 125 hours of French instruction.

4. Since reading and writing activities are more appropriate for additional work outside of class time, it is assumed that at the high school level the amount of time spent on these activities will be greater than indicated on the suggested time allotments.

GRADE(S) 7

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able to express:	
1. farewells.	1.1 *Bonjour* (canadianisme)
2. introductions and responses.	2.1 *Madame, je vous présente ....* *Enchanté ...* *Paul, je te présente ...* *M.* *Mme, c'est Marc.* *Mlle.* *Tu connais Pierre?*
3. thanks	3.1 *Merci bien* *Merci beaucoup.*
4. apologies.	4.1 *Excuse-moi.* (canadianisme) *Je m'excuse.* *Pardonnez-moi.*
5. gaining attention.	5.1 *Pardon, M.* *Mme.* *Mlle.* *Ecoute donc!* *Ah! Oh!* *Tiens!* *Attention!*
6. concern and sympathy.	6.1 *Aïe, aïe, aïe!* *Quel dommage!* *Quel malheur!* *Quelle chance!*
7. approval and disapproval/ agreement and disagreement.	7.1 *D'accord!* *Ah non!* *Bon!* *Oui!* *Bravo!* *Mais oui!*
8. good wishes, greetings.	8.1 *Bonne journée!* *Bonne soirée!* *Bonne nuit!* *Bon anniversaire!* *Bonne fête!* *Bonne chance!*

GRADE(S) 7

CATEGORY: IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to ask and tell who someone is.	1.1 *C'est* + emphatic pron. *Ce sont eux/elles.* *C'est toi?* *C'est lui?* *Qui est-ce?* *C'est moi. nous.* *toi. vous.* *lui/elle.*
2. to ask and tell about place of birth.	2.1 Int. adv. + *est-ce que* + subj. pron. + v.*?* Subj. pron. + v. + *à* + city. + *au* + province/country + *en* + province/country *Où est-ce que tu es né (née)?* *vous êtes né (née)?* *Je suis né (née) à Edmonton.* *au Canada.* *en Alberta.*
3. to ask and tell about date of birth.	3.1 Int. adv. + *est-ce que* + subj. + v.*?* Subj. pron. + v. + *le* + date. *Quand est-ce que tu es né (née)?* *vous êtes né (née)?* *Je suis né (née) le 5 janvier 1969.*
	3.2 Int. adv. + v. + poss. adj. + n.*?* Poss. adj. + n. + v. + *le* + date. *Quand est ton anniversaire?* *Mon anniversaire est le 5 janvier.*

GRADE(S) 7

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS

Grade 7: The student will be able:

1. to describe people and objects.

LINGUISTIC CONTENT

1.1 *C'est* + indef. art. + n. + adj.

C'est un chapeau vert.
C'est une robe verte.

1.2 *Ce sont* + indef. art. + n. + adj.

Ce sont des chapeaux verts.
Ce sont des robes vertes.

1.3 *C'est* + indef. art. + adj. + n.

C'est un bon garçon.
C'est une bonne fille.

1.4 *Ce sont* + *de* + adj. + n.

Ce sont de bons garçons.
Ce sont de bonnes filles.

Note: *Des* becomes *de* when the adjective precedes the noun, although there are some exceptions:

des petits pois
des petits pains
des jeunes filles

Common adjectives preceding the noun:

vieux/vieil/vieille
beau/bel/belle
bon/bonne
mauvais/mauvaise
nouveau/nouvel/nouvelle

GRADE(S) 7

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to express location using the adverbial pronoun *y*.	1.1 Subj. + *y* + v. *Tu vas à Jasper?* *Oui, j'y vais.*
2. to ask and tell where one lives.	2.1 Subj. + v. + *à* + name of city. *Où est-ce que tu habites?* *J'habite Edmonton.* *J'habite à Edmonton.* Note: The preposition *à* is optional in the answer. *A quelle adresse?* *Au cent quinze vingt-trois, quarante-deuxième rue (avenue).* *Près de ...*

GRADE(S) 7

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to use the cardinal numbers from 1-1001.	
2. to use the ordinal numbers from 1-101.	2.1 *premier/première, deuxième, troisième, vingtième, vingt et unième, centième, etc.* Note: *Second, seconde* are used when there is a choice of two items.
3. to distinguish between the use of the definite article and the partitive article.	3.1 *J'aime le lait.* *Je veux du lait.*
4. to use the pronoun *en* to refer to a noun preceded by a partitive article.	4.1 Subj. + *en* + v. *Tu veux du sucre?* *Oui, j'en veux.* *Non, je n'en veux pas.* 4.2 Imp. v. + hyphen + *en* *Prends-en.*

GRADE(S) 7

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to express completed actions in the affirmative and negative forms.	*1.1* Subj. + *avoir* + p.p. *J'ai parlé.* Subj. + *ne* + *avoir* + *pas* + p.p. *Je n'ai pas parlé.* Note: Teach regular *er*, *ir*, and *re* verbs in all persons.
2. to express actions using reflexive verbs in the present.	*2.1* Subj. + refl. pron. + v. *Je me lave.* *Je m'habille.* *Il ne se lève pas.*

GRADE(S) 7

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to indicate frequency.	1.1 *Le* + expression of time + subj. + v. + prepositional phrase. *Le samedi, je vais au cinéma.* *L'après-midi, il étudie à l'école.* Note: Use of *le* before days and parts of the day denotes habitual action.
	1.2 Subj. + v. + adv. + prepositional phrase. *Il bavarde toujours avec ses amis.*
	1.3 Subj. + *ne* + v. + *jamais* + prepositional phrase. *Tu ne vas jamais au théâtre.*

GRADE(S) 7

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able: 1. to ask and tell about how one feels and what one likes or dislikes and is obliged to do.	*1.1* Subj. pron. + *aimer* / *devoir* / *détester* + infin. *Il aime chanter.* *Il déteste marcher.* *Il doit étudier.*

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GRADE(S) 7

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to relay a statement.	1.1 *Il* + *dire* + *que* + subj. + v. *Il dit qu'elle travaille.*

GRADE(S) 7

CATEGORY: EXPRESSING DESIRES, ABILITIES AND PERMISSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to express desires, abilities or permission using *vouloir* or *pouvoir* in the affirmative or in the negative.	*1.1* Subj. + *vouloir* + infin. *pouvoir* *Il veut danser.* *Il peut danser.* *1.2* Subj. + *ne* + *vouloir* + *pas* + infin. *pouvoir* *Elle ne veut pas danser.* *Elle ne peut pas danser.*
2. to express desires, abilities or permission using *vouloir* or *pouvoir* in the interrogative form using *est-ce que* or the inversion.	*2.1* *Est-ce que* + subj. pron. + *vouloir* + infin. *Est-ce que* + subj. pron. + *pouvoir* + infin. *Est-ce que tu veux venir?* *Est-ce que tu peux voir?* *2.2* *Vouloir* + subj. pron. + infin? *Pouvoir* + subj. pron. + infin? *Veux-tu danser?* *Voulez-vous danser?* *Peut-il conduire?*

GRADE(S) 7

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 7: The student will be able:	
1. to connect two simple sentences, using *mais* and *ou*.	*1.1* Subj. + v. + conj. + subj. + v. *Je travaille mais je préfère regarder la télévision.* *Tu aimes jouer ou tu préfères étudier?*

GRADE(S) 8

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able to express:	
1. greetings and responses.	1.1 *Comment + aller +* person? *Comment va Paul?* *Pas mal. Assez bien.*
	1.2 *Allô! (au téléphone)*
2. farewells.	2.1 *A tout à l'heure!* *A ce soir!* *A la semaine prochaine!* *A la prochaine!*
3. thanks/acceptance of thanks.	3.1 *(Il n'y a) pas de quoi.*
4. apologies.	4.1 *Je regrette.*
5. gaining attention.	5.1 *Dis donc!* *Dites donc!*
6. concern and sympathy.	6.1 *Quelle horreur!* *Qu'est-ce qui se passe?* *Le (la) pauvre!*
7. approval and disapproval/agreement and disagreement.	7.1 *N'est-ce pas?* *Chic Alors!* *..., non?* *Ça y est.* *Formidable!* *Merveilleux!*
8. good wishes.	8.1 *Bon week-end.* *Bonne fin de semaine.* *Bonnes vacances.* *Bon voyage.*

GRADE(S) 8

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to state in which province he lives.	1.1 *J'habite* + prep. + name of province. *J'habite en* | *Colombie Britannique.* / *Alberta.* / *Saskatchewan.* / *Ontario.* / *Nouvelle-Ecosse.* *J'habite au* | *Manitoba.* / *Québec.* / *Nouveau-Brunswick.* / *Yukon.* *J'habite à* | *l'Ile-du-Prince-Edouard.* / *Terre-Neuve.* *J'habite dans les Territoires du Nord-Ouest.*
2. to ask and tell about nationality.	2.1 *Est-ce que* + subj. + v. + adj? *Est-ce que tu es canadien?* *Oui* + subj. + v. + adj. *Oui, je suis canadien.* *canadien /canadienne* *américain /américaine* *français /française*

GRADE(S) 8

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to describe people and things.	1.1 Subj. + *être* + adj. *Mon père est vieux.*
	1.2 *Comment trouves-tu Pierre? (et) Micheline?* *Je le trouve sympathique.* *la méchant (e)* *les gentil (le) (s).* Note: The adjective agrees in gender and number with the direct object pronoun preceding the verb.
	1.3 *C'est un livre récent.* *C'est une soirée amusante.* *Ce sont des gens fascinants.*

GRADE(S) 8

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to express the negative of the immediate future and of the completed past.	1.1 Subj. + *ne* + *aller* + *pas* + infin. *Tu ne vas pas chanter.* 1.2 Subj. + *ne* + aux. + *pas* + p.p. *Il n'a pas regardé.*
2. to express completed actions, using the auxiliary *être*.	2.1 Subj. + *être* + p.p. *Tu es arrivé* *Tu n'es pas arrivé.* Note: The past participle of verbs using *être* as the auxiliary agrees with the subject in gender and number: *Il est allé.* *Elle est allée.*
3. to express actions in the future tense in the affirmative and negative forms.	3.1 Subj. + v. + n. *Nous visiterons la Place Ville-Marie.* *Je finirai.* *Tu verras un beau spectacle.* 3.2 Subj. + *ne* + v. + *pas*. *Nous ne visiterons pas la Place Ville-Marie.* *Je ne finirai pas.* *Tu ne verras pas.*
4. to express an action substituting the direct object with a direct object pronoun.	4.1 *le* Subj. + *la* + v. *les* *Je regarde le film.* *Je le regarde.* *Je cherche la pomme.* *Je la cherche.* *Je prends les cartes.* *Je les prends.*

GRADE(S) 8

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
5. to express an action with an indirect object noun.	*5.1* Subj. + v. + à + n. *Je parle à Paul.* *Je donne le livre à Paul.* *Je le donne à Paul.*

GRADE(S) 8

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS		LINGUISTIC CONTENT
Grade 8: The student will be able:		
1. to ask and tell where one comes from or goes to.	1.1	Subj. + *venir* + *de* + city. Subj. + *aller* + *à* + city. *Je viens de Lethbridge. Je vais à Banff.* *Je viens de l'Ontario. Je vais au Québec.*
2. to express direction relative to another location.	2.1	Four points of the compass. *au nord de ...* *au sud de ...* *à l'est de ...* *à l'ouest de ...* *Où est-ce que Pierre habite?* *Il habite au sud de Calgary.*
	2.2	Other prepositional expressions: *à côté de ...* *loin de ...* *près de ...* *sur ...* *sous ...* *devant ...* *derrière ...* *au-dessus ...* *au-dessous ...* *en face de ...* *à gauche de ...* *à droite de ...*
3. to express distance relative to an other location.	3.1	*Edmonton est à quelle distance de Calgary?* *Edmonton est à 289 kilomètres de Calgary.* *C'est à 289 kilomètres.*

GRADE(S) 8

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to express time on a 24 hour clock.	1.1 *Il va au cinéma à 20 heures 30.* *Le train part à 23 heures 45.*
2. to use *déjà* and *pas encore*.	2.1 *J'ai déjà mangé.* 2.2 *J'ai commencé mais je n'ai pas encore fini mon travail.*
3. to indicate interruption of action.	3.1 *Il ne va plus à l'école.*

GRADE(S) 8

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to use the cardinal numbers up to 100,000.	
2. to express quantity using adverbs with the following noun.	2.1 Subj. + v. + adv. of quantity + *de* + n. *Tu as assez d'argent.*
3. to use the partitive article in affirmative and negative sentences.	3.1 *du* Subj. + v. + *de la* + n. *de l'* *des* *Je veux du sucre.*
4. to use the partitive article in affirmative and negative sentences.	3.2 Subj. + *ne* + v. + *pas* + *de* + n. *Je ne veux pas de sucre.* Note: 1. In the negative form *du, de la, de l'* and *des* are replaced by *de*. 2. When the noun has a specific reference, the definite article is used even in a negative sentence. e.g. *Tu n'as pas la voiture.*

GRADE(S) 8

CATEGORY: EXPRESSING DESIRES, ABILITIES AND PERMISSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to ask and tell in the affirmative and negative what one knows how to do or what one is able to do.	1.1 Subj. + *savoir* + infin. *Je sais nager.* 1.2 Subj. + *ne* + *savoir* + *pas* + infin. *Je ne sais pas nager.* 1.3 Subj. + *pouvoir* + infin. *Je peux nager.* 1.3 Subj. + *ne* + *pouvoir* + *pas* + infin. *Je ne peux pas nager.*

GRADE(S) 8

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to express possession in answer to questions using all forms of the possessive adjective.	1.1 *C'est* + poss. adj. + n. *Qui est-ce?* *C'est mon père.* *ma mère.* *C'est ton frère.* *ta soeur.* *C'est son chien.* *sa fille.* *C'est notre garçon.* *votre fille.* *leur ami.* *Ce sont nos amis.* *vos filles.* *leurs livres.*

GRADE(S) 8

CATEGORY: SPECIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to specify persons or objects using demonstrative adjectives.	1.1 *A qui est* *ce livre?* *cette règle?* *Il est à moi.* *Elle est à moi.* *A qui sont* *ces livres?* *ces règles?* *Ils sont à moi.* *Elles sont à toi.* Note: *C'est à toi* is acceptable in spoken French.
2. to specify persons and objects using suffixes *-ci* and *-là*.	2.1 *Ce* + n. + hyphen + *ci.* *là* *J'aime ce disque-ci mais je ne connais pas ce disque-là.*

GRADE(S) 8

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to relay a command.	*1.1* Subj. + *dire* + *de* + infin. *Il dit de marcher.* *1.2* Subj. + *dire* + *de* + *ne pas* + infin. *Il dit de ne pas parler.*
2. to relay a question.	*2.1* *Demande* + *à* + person + *si* + subj. + v. *Demande à Jacques si Paul marche.*

GRADE(S) 8

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 8: The student will be able:	
1. to express two ideas by connecting them with: *qui*, *que* or *où*	1.1 Subj. + v. + n. + *qui* + v. *J'ai une soeur qui travaille.* 1.2 Subj. + v. + n. + *que* + subj. + v. *Paul a un livre que Marie aime.* 1.3 Subj. + v. + *où* + subj. + v. *Pierre va où il veut.*

GRADE(S) 9

CATEGORY: SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able to express:	
1. farewells.	1.1 *Au plaisir (de vous revoir).* *A la prochaine (fois).*
2. introducing someone.	2.1 *(Je suis) Heureux de faire votre connaissance.*
3. thanks/acceptance of thanks.	3.1 *De rien.* *Vous êtes bien gentil.* *Il n'y a pas de quoi.* *Je vous en prie.*
4. apologies/acceptance of apologies.	4.1 *Ce n'est rien.* *Il n'y a pas de mal.*
5. gaining attention.	5.1 *Mesdames, mesdemoiselles, messieurs.*
6. approval and dissaproval/ agreement and disagreement.	6.1 *Jamais!* *Bien sûr!* *Evidemment!* *C'est entendu!* *Entendu!*
7. good wishes.	7.1 *Bon appétit!* *Bon courage!* *Meilleure santé!*
8. toasts.	8.1 *Santé!*

GRADE(S) 9

CATEGORY: IDENTIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to indicate someone or something using indefinite pronouns.	1.1 Indef. pron. + v. + prepositional phrase. *Quelqu'un est à la porte.* *Il y a* + indef. pron. + prepositional phrase. *Il y a quelque chose dans la caisse.*

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GRADE(S) 9

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to ask questions about actions and to express completed actions in the affirmative and negative.	*1.1* Subj. + aux. + p.p.+ ...? *Tu as fini ton travail?* *Tu n'as pas fini ton travail?*
	1.2 *Est-ce que* + subj. + aux. + p.p. *Est-ce qu'il a fini?*
	1.3 V. + hyphen + subj. pron. + p.p. *As-tu travaillé?* *Ne* + v.+ hyphen + subj. pron.+ *(pas)* + p.p. *N'as-tu pas travaillé?*
	1.4 Subj. + refl. pron. + *être* + p.p. *Je me suis lavé.* Subj. + *ne* + refl. pron. + *être* + *pas* + p.p. *Je ne me suis pas lavé.*
2. to express continuous or repeated actions in the past in the affirmative and in the negative forms.	*2.1* Subj. + v. (in the imperfect). *Je chantais.* *Je ne chantais pas.* Note: Teach the imperfect of all verbs, including the reflexive verbs.
3. to express recent past action in the affirmative and the negative forms.	*3.1* Subj. + *venir* + *de* + infin. *Je viens de finir.* *Je ne viens pas de finir.*
4. to express actions using the reflexive verbs in the future.	*4.1* Subj. + refl. pron. + v. *Je m'amuserai.* *Je ne m'amuserai pas.*

GRADE(S) 9

CATEGORY: EXPRESSING ACTIONS (continued)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	4.2 Subj. + *aller* + refl. pron. + infin. *Je vais me promener (ce soir).* *Je ne vais pas me promener (ce soir).*
5. to express actions in various negative forms.	5.1 Subj. + *ne* + v. + *personne.* *rien.* *Il ne voit personne.* *Il ne fait rien.*
	5.2 Subj. + *ne* + v. + *que* + n. *Il ne boit que du vin.*
	5.3 Subj. + *ne* + aux. + *rien* + p.p. *jamais* *Je n'ai rien mangé.*
	5.4 Subj. + *ne* + aux. + p.p. + *personne.* *Je n'ai vu personne.*
	5.5 Subj. + *ne* + aux.+ p.p.+ *que* + n. *Il n'a bu que du vin.*
	5.6 Subj. + *ne* + v. + *ni* + n. + *ni* + n. *Ils ne boivent ni café ni thé.*

GRADE(S) 9

CATEGORY: DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to make comparisons.	1.1 *plus* Subj. + v. + *moins* + adj. + *que* + n. *aussi* adv. pron. *Paul est plus grand que Marie.* *Paul marche plus vite que Marie.* *Marie est moins grande que Paul.* *Marie marche moins vite que Paul.* *Il chante aussi bien que moi.* *Il est aussi petit que moi.* *grand* 1.2 *le* Subj. + v. + *la* + *plus* + adj. + *de* + n. *les* *moins* *C'est le plus grand garçon de la classe.* 1.3 Subj. + v. + *le plus* + adv. + *de* + n. *le moins* *Il court le plus vite des garçons.*

GRADE(S) 9

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to express direction.	1.1 Subj. + *aller* + *vers* + n. *Il va vers la fenêtre.* 1.2 Subj. + *aller* + *jusqu'à* + n. *Je suis allé jusqu'à la bibliothèque.*

GRADE(S) 9

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to ask and tell the exact or approximate time using adverbs.	1.1 *Quelle heure est-il?* *Il est deux heures juste.* 1.2 Other appropriate adverbs: *vers* *jusqu'à* *environ* + time *dans* *Je vais au cinéma vers 19 heures.* *Il arrive dans deux heures.*

GRADE(S) 9

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to modify verbs with adverbs of quantity.	*1.1* Subj. + v. + adv. *Il dort trop.* *1.2* Subj. + aux. + adv. + p.p. *Tu as trop dormi.* *1.3* *(Ne)* + v. in imperative + *(pas)* + adv. *Ne mange pas tant.*
2. to modify adverbs and adjectives with adverbs of quantity.	*2.1* Subj. + v. + adv. + adj. *Il court trop vite.* *2.2* Subj. + v. + adv.+ adj. *Nous sommes assez intelligents.* *Combien de stylos ont-ils?*
3. to express quantity using the pronoun *en*.	*3.1* Subj. + *en* + v. + number. *Ils en ont dix.* Subj. + *en* + v. + expression of quantity. *Ils en ont beaucoup.*

GRADE(S) 9

CATEGORY: EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to ask and tell what one is obliged or is obliged not to do.	*1.1* *Il faut* + infin. *Il faut travailler.* *Il ne faut pas crier.*

GRADE(S) 9

CATEGORY: DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to describe likes and dislikes.	1.1 Subj. + *me* + *plaît.* *Cette robe me plaît.* *Cette robe ne me plaît pas.*
2. to express what suits or does not suit someone.	2.1 Subj. + *me* + *va* + *bien.* *te* *lui* *nous* *vous* *leur* *Cette robe lui va bien.* *Ce manteau ne lui va pas.*

GRADE(S) 9

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS

Grade 9: The student will be able:

1. to relay a question.

LINGUISTIC CONTENT

1.1	Subj. + *demander* +	*si* *où* *quand*	+ subj. + v.	

Il demande quand nous arriverons.

1.2	*Demande* *Demandez*	+ *à* + person +	*si* *ou* *quand* *comment* *pourquoi*	+ subj. + v.

Demande à Jacques si Paul marche.

1.3	*Demande* *Demandez*	+ *à* + person +	*avec qui* *chez qui* *à quoi*	+ subj.+ v.

Demandez à Nicole avec qui elle chante.

1.4	Subj. + *demander* +	*avec qui* *chez qui* *à quoi*	+ subj. + v.

Il demande à quoi tu penses.

1.5	*Demande* *Demandez*	+ *à* + person + *combien de* + n. + subj. + v.

Demandez à Chantal combien de robes elle a.

1.6 Subj. + *demander* + *combien de* + n. + subj. + v.

Il demande combien d'autos il a.

GRADE(S) 9

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 9: The student will be able:	
1. to express two ideas in the present tense by connecting them with *quand*.	1.1 *Quand* + subj. + v. + subj. + v. *Quand Paul travaille, il chante.* 1.2 Subj. + v. + *quand* + subj. + v. *Paul chante quand il travaille.*

MAJOR CULTURAL THEMES

The cultural themes are to be developed as part of core content in Grades 7, 8 and 9, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

COURSE OUTLINE

GRADE	ALBERTA	CANADA OUTSIDE QUEBEC	QUEBEC	WORLD
4	Family centres, Christmas, Easter, Songs			
5		Fêtes, Geography, History, Daily Living, Speech, Crafts		
6			Fêtes, Geography, History, Daily Living, Sports, Crafts	
7	Cuisine, Fêtes, Songs/Music, Family, Geography, History, Famous People, Arts, Daily Living, Sports, Leisure, Crafts			
8		Daily Living, Family, Friends and Acquaintances, Attitudes, Famous People		
9			Geography, History, Contemporary Québec Influence	
10				France Geography, Economy, People, Daily Life, Arts, Science and Technology
11				World Location, History, Lifestyle, Influence, Attitudes
12	See the topics suggested in the Handbook			

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LA FAMILLE	un mari	une femme
	un papa	une maman
	un père	une mère
	un cousin	une cousine
	un neveu	une nièce
	un oncle	une tante
	un grand-père	une grand-mère
	un petit-fils	une petite-fille
	un bébé	
	un enfant	une enfant
	un fils	
	un frère	une soeur
	un garçon	une fille
	un jumeau	une jumelle
LES AMIS	un ami	une amie
	un camarade	une camarade
	un copain	une copine
	l'aîné	l'aîné
	un homme	une femme

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LA MAISON

un premier étage
un rez-de-chaussée
un salon
un sous-sol (canadianisme)

une cuisine
une chambre (à coucher)
une pièce
une salle à manger
une salle de bain (s)
une salle de jeux
une salle de récréation
une salle de séjour
les toilettes

un jardin
un jardin potager

la clôture

PARTIES D'UNE PIECE:

un mur
un plafond
un plancher

une cheminée
une fenêtre
une porte
une sonnette

un bureau
un fauteuil
un lit

une chaise
une lampe
une pendule
une table

un appartement
un ascenseur
un escalier

un garage

une armoire
une entrée

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: L'ECOLE

un bureau
un cahier
un concierge
un conseiller
un corridor
un couloir
un cours
un crayon
un dessin
un devoir
un directeur
un drapeau
un élève
un étudiant
un gymnase
un horaire
un infirmier
un livre
un papier
un professeur
un pupitre
un stylo
un tableau noir/vert

une bibliothèque
une cafétéria
une carte
une chaise
une cour
une craie
une fenêtre
une gomme
une horloge
une lettre
une directrice
une porte
une élève
une étudiante
une récréation
une table
une infirmière
une salle de classe

MATIERES

les mathématiques
le français
l'anglais
les sciences
la musique
la géographie
le dessin
les arts ménagers
l'histoire
les sciences sociales
les arts industriels
les études sociales

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LES PROFESSIONS ET LES METIERS

un auteur	*une femme dentiste*
un dentiste	
un docteur	
un écrivain	
un ingénieur	
un médecin	*une femme médecin*
un pasteur	
un prêtre	
un professeur	

un acteur	*une actrice*
un agent de police	*une femme agent de police*
un architecte	*une architecte*
un avocat	*une avocate*
un boulanger	*une boulangère*
un caissier	*une caissière*
un camionneur	
un charpentier	
un chauffeur de taxi *d'autobus*	
un coiffeur	*une coiffeuse*
un électricien	
un fermier	*une fermière*
un gendarme	
un infirmier	*une infirmière*
un marchand	*une marchande*
un mécanicien	
un musicien	*une musicienne*
un pharmacien	*une pharmacienne*
un pilote	*une femme pilote*
un pompier	
un secrétaire	*une secrétaire - une ménagère*
un travailleur	
un vendeur	*une vendeuse*
un comptable	*une comptable*
un ouvrier	

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LE COUVERT, LA NOURRITURE, LA CUISINE

un bol
un couteau
un plat
un repas

une assiette
une bouteille
une casserole
une cuillère
une fourchette
une nappe
une serviette
une soucoupe
une tasse
la vaiselle

le beurre
un bifteck
un café
un fromage

le déjeuner
le petit déjeuner
le souper

un buffet
un évier
un lave-vaisselle
un poêle (canadianisme)
un réfrigérateur

une poubelle

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: ENDROITS ET EDIFICES FAMILIERS

un boulevard
un carrefour
un hameau
un parc
un port
un quartier
un rodéo
un stade
un village

une avenue
une banlieue
à la campagne
une campagne
une patinoire
une place
une rue
une ville

un aéroport
un arrêt d'autobus
un bureau de poste
un centre commercial
un centre d'achats
un cinéma
un colisée
un garage
un hôtel
un hôtel de ville
un magasin
un musée
un restaurant
un supermarché
un terminus d'autobus
un théâtre

une aérogare
une bibliothèque
une boulangerie
une cathédrale
une église
une épicerie
une gare
une mairie
une pharmacie

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LE TEMPS ET LE CLIMAT

un banc de neige (canadianisme)
un blizzard (canadianisme)
une poudrerie

il neige
il pleut
il vente

c'est une tempête
c'est brumeux
    humide
    nuageux
    pluvieux
    sec

il fait clair
    noir
    sombre

    du brouillard (il y a)
    du vent (il y a)

au printemps
en automne
en été
en hiver
un orage
il fait beau
    froid

SUGGESTED VOCABULARY

GRADES 7-8-9

PROVINCES ET TERRITOIRES

en Alberta
en Colombie Britannique
à l'Ile-du-Prince-Edouard
au Labrador
au Manitoba
au Nouveau-Brunswick
en Nouvelle-Ecosse
en Ontario
au Québec
en Saskatchewan
à Terre-Neuve
dans les Territoires du Nord-Ouest
au Yukon

NATIONALITES

africain (e)
allemand (e)
américain (e)
amérindien (ne)
anglais (e)
canadien (ne)
chinois (e)
français (e)
espagnol (e)
indien (ne)
italien (ne)
japonais (e)
norvégien (ne)
polonais (e)
russe
suédois (e)
suisse (sse)
ukrainien (ne)

PAYS

à Cuba

au Brésil
au Canada
au Japon
au Mexique
au Pakistan
au Portugal

aux Antilles
aux Bahamas
aux Bermudes
aux Etats-Unis
aux Pays-Bas

en Afrique
en Allemagne
en Angleterre
en Belgique
en Bolivie
en Chine
en Corse
en Espagne
en Finlande
en France
en Guyane
en Inde
en Iran
en Italie
en Norvège
en Pologne
en Roumanie
en Russie
en Suède
en Suisse
en Ukraine
en Yougoslavie

CONTINENTS

en Afrique
en Amérique du Nord
en Amérique du Sud
en Antarctique
en Asie
en Australie
en Europe

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: L'HEURE - *expressions*

dans combien de temps?

dans dix minutes?

dans un quart d'heure

dans une heure et demie.

environ une heure et demie.

jusqu'à une heure et demie.

vers quelle heure?

SUGGESTED VOCABULARY

GRADES 7-8-9

VERBS:

accompagner
acheter
aider
aimer
aller
amuser
appeler
apporter
arrêter
arriver
attendre
avancer
avoir
avoir besion de

baiser
boire

casser
chanter
changer
choisir
commencer
comprendre
compter
conduire
connaître
continuer
copier
coucher
couper
courir
coûter
crier
croire

danser
décider
décorer
déjeuner
demander à
dépenser
descendre
désirer
dessiner
détester
devoir

dîner
dire
donner
dormir

écouter
écrire
effacer
embrasser
entendre
entrer
épeler
essayer
espérer
être
étudier
expliquer

faire
falloir
fermer
finir
frapper
frotter

gagner

habiller
habiter

intéresser
inviter

jeter
jouer

laisser
laver
lire
louer

manger
manquer
marcher
mettre
monter
montrer

mourir

nager
neiger

obéir à
occuper
offrir
oublier
ouvrir

parler
partir
passer
patiner
payer
penser
perdre
plaire
pleurer
pleuvoir
poser
pouvoir
préférer
prendre
préparer
présenter à
prêter
promener
prononcer

quitter

raconter
recevoir
reconnaître
regarder
regretter
rejoindre
rencontrer
rendre
répéter
répondre
reposer
rester
retarder
retourner

retrouver
réussir
revenir
rouler

s'amuser
s'appeler
s'arrêter
s'asseoir
s'endormir
s'habiller
s'intéresser
se baigner
se coucher
se déshabiller
se laver
se lever
se moquer de
se tromper
se trouver
se promener
savoir
sentir
soigner
sortir
suivre

taquiner
téléphoner
terminer
tomber
tourner
travailler
trouver

vendre
venir
visiter
voir
vouloir
voyager

SUGGESTED VOCABULARY

GRADES 7-8-9

VERBS: (continued)

EXPRESSIONS WITH *faire*:

faire + *attention*
des achats
des contes
des courses
des études
des heures supplémentaires
des valises
du bruit
du camping
du ski
le ménage
les devoirs
sa toilette
un voyage
une promenade

OTHER EXPRESSIONS:

jouer au football
hockey
tennis

aller à la pêche
charger le camion
décorer une pièce
dépenser de l'argent
effacer le tableau
embrasser quelqu'un
jouer du piano
laver les vêtements
polir les meubles
préparer les repas

SUGGESTED VOCABULARY

GRADES 7-8-9

ADVERBS:

1. *de manière*

bien
comme
comment
ensemble
lentement
mal
mieux
seulement
tout
vite

2. *de temps*

alors
après
aujourd'hui
avant
bientôt
d'abord
déjà
demain
depuis
encore
enfin
ensuite
jamais
hier
longtemps
maintenant
pas encore
plus
premièrement
quelquefois
tard
toujours
souvent
ce soir
dans un instant
d'habitude
dimanche passé
l'année passée
l'après-midi
la nuit
la semaine passée
le lundi
le matin
le mois passé
le soir
parfois
tout à l'heure
tout de suite

3. *de lieu*

autour
dehors
derrière
dessous
dessus
devant
en
ici
là
loin
où
partout
près
proche
y

4. *de quantité*

assez
aussi
beaucoup
bien
combien
comme
fort
moins
pas mal
peu
plus
presque
seulement
tout
très
trop

5. *d'affirmation*

aussi
certainement
parfaitement
oui
si
vraiment

6. *de doute*

probablement
sans doute

7. *d'interrogation*

comment?
combien?
quand?
où?
pourquoi?

8. *de négation*

non
pas de

9. *locutions de négation*

ne ... jamais
ne ... pas
ne ... plus
pas ... encore
ne ... personne
ne ... rien
ne ... ni ... ni

10. *locutions de lieu*

en face
en arrière
en avant
à

11. *de limitation*

seulement
ne ... que

SUGGESTED VOCABULARY

GRADES 7-8-9

PREPOSITIONS:

à
à côté de
à droite de
à gauche de
après
au bout de
au-dessus
au-dessous
au milieu de
autour de
avant
avec
chez
contre
dans
de
depuis
derrière
devant
en
en dehors de
en face de
entre
jusque
loin de
par
pendant
pour
près de
sans
sous
sur
vers

SUGGESTED VOCABULARY

GRADES 7-8-9

CONJUNCTIONS:

- *alors*
- *car*
- *et*
- *mais*
- *ou*
- *parce que*
- *quand*
- *si*

SUGGESTED VOCABULARY

GRADES 7-8-9

ADJECTIVES:

âgé (e)
agréable
amusant (e)
argenté (e)
autre
bas (se)
beau (bel/belle)
beige
bête
blanc (he)
bleu (e)
blond (e)
bon (ne)
brumeux (se)
brun (e)
chaud (e)
cher/chère
clair (e)
content (e)
court (e)
curieux (se)
dernier (ière)
désagréable
différent (e)
difficile
distrait (e)
doré (e)
drôle
excellent (e)
facile
foncé (e)
formidable
fort (e)
fou/folle
frais/fraîche
froid (e)
gâté (e)
général (e)
généreux (se)
gentil/gentille
grand (e)
grave
gris (e)
gros/grosse
haut (e)
heureux (euse)
imprimé (e)
intelligent (e)
intéressant (e)
jaune
jeune
joli (e)
juste
libre
long (ue)
lourd (e)
magnifique
malade
marron
mauvais (e)
meilleur (e)
merveilleux (euse)
moderne
nouveau (nouvel/nouvelle)
national (e)
naturel (le)
nécessaire
neuf/neuve
noir (e)
nuageux (euse)
orange
parfait (e)
pareil (le)
paresseux (euse)
pauvre
petit (e)
pluvieux (euse)
préféré (e)
premier (ière)
prêt (e)
prochain (e)
rayé (e)
réussi (e)
riche
rose
rouge
sec/sèche
sérieux (euse)
seul (e)
simple
sombre
spécial (e)
splendide
studieux (euse)
stupide
sympathique
tendre
terrible
vert (e)
vieux/vieil/vieille
vrai (e)

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: LES VETEMENTS

un anorak
un blouson
un chandail
un chapeau
un costume
un gant
un gilet
un imperméable
un jean
un maillot (de bain)
un manteau
un mouchoir
un pantalon
un pull-over
un short
un soulier
un uniforme
un veston

une blouse
une botte
une ceinture
une chaussette
une chemise
une cravate
une jupe
une robe
une sandale

SUGGESTED VOCABULARY

GRADES 7-8-9

LES ORDINAUX:

premier (e)
deuxième
troisième
quatrième
cinquième
sixième
septième
huitième
neuvième
dixième
onzième
douzième
treizième
quatorzième
quinzième
seizième
dix-septième
dix-huitième
dix-neuvième
vingtième
vingt et unième
trente et unième
quarante et unième
cinquante et unième
soixante et unième
soixante et onzième
quatre-vingt unième
quatre-vingt onzième
cent unième

SUGGESTED VOCABULARY

GRADES 7-8-9

THEME: ADRESSES

un boulevard
un carrefour
un échangeur (clover leaf)
un numéro
une avenue
une contre-allée (lane)
une place
une rue

Note: No French equivalent exists for crescent and drive.

PRESCRIBED LEARNING RESOURCES

JUNIOR HIGH

1. Nuffield Schools Council, *En avant*, (J.M. Dent and Sons (Canada) Ltd., Toronto: 1974) Stages 3, 4a & 4b

2. Kerr, D. et al, *Ici on parle français*, (Prentice-Hall Canada Ltd., Scarborough: 1970) Levels 3 and 4

3. Kenny, M. et al, *Passeport français*, (D.C. Heath Canada Ltd., Toronto: 1973) Levels 1-4

CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able to express:			
1. Farewells.	3, Introduction	III, 2e-4e étape IV, lère étape	Book 6, Component 23 "En d'autres mots"
2. Introductions and responses.	4A, unit 4	III, 2e étape	Connaître, Book 6, Component 24
3. Thanks.	3, Introduction	III	
4. Apologies.	1, unit 16A	III, lère étape	Book 5, Component 17, (Lecture et vocabulaire)
5. Gaining attention.	1, unit 2	III	Book 3, Component 11 (Lecture) Book 2, Component 7
6. Concern and sympathy.	2, unit 16 4A, unit 4	III, 7e étape	Book 3, Component 10 (Lecture) Book 3, Component 11 (Lecture et vocabulaire) Book 3, Component 9 (Lecture et vocabulaire)
7. Approval/Disapproval.	1, unit 1	III, lère étape	Book 8, Component 20 Book 1, Component 4 Book 2, Component 8 (Lecture)
8. Good wishes. Greetings.	1, unit 5 3, unit IV	III	Book 3, Component 10 "Entre nous"; Book 8 (all the way thru) Component 32

CATEGORY:

IDENTIFICATION OF PERSONS, ANIMALS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To ask and tell who someone is.		I	Book 2, Component 5 (pages 10-11/13) Module 2
2. To ask and tell about place of birth.		III, 2e étape	Book 3, Component 9 (pages 13-17) Module 2 Book 2, Component 7 (page 51) Module 1
3. To ask and tell about date of birth.			Book 2, Component 7, Module 1 Book 1, Component 3 "Entre nous" Book 5, Component 20 Book 1 "Entre nous" (page 86) Book 1, Component 4, Module 1 Book 2, Component 7, Module 2 Book 2, Component 7, Module 1 Book 3, Component 10, Module 1 (Lecture)

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To describe people and objects.	1, unit 2 1, unit 6 1, unit 25 "Words United"	I IV, 1ère étape	Book 1, Component 2, Module 3 Book 2, Component 5, Module 3 Book 1, Component 3, Module 2 Book 5, Component 19, "Entre nous"

CATEGORY:

EXPRESSING LOCATIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To express location using the adverbial pronoun *y*.	"Little Things Mean a Lot"	IV, 1ère étape	Book 3, Component 9, Module 1 Book 4, Component 14 "Un peu de tout"
2. To ask and tell where one lives.		III, 2e étape	Book 3, Component 9, Module 2

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To use the cardinal numbers from 1 - 1001.	1, unit 26	IV, 4e étape	Book 1, Component 3, vocabulary; "Entre nous"; Reference Section Books 4 and 5, Reference Section
2. To use the ordinal numbers from 1 - 101.	4b, unit 8	III, 2e étape (to dixième) IV, 4e étape	Book 5, Component 20 vocabulary; Reference Section
3. To distinguish between the definite article and the partitive article.	1, unit 34 6, unit 6	III, 6e étape (Observations)	Book 1, Component 1, Module 2 Book 2, Component 5, Module 1
4. To use the pronoun *en* to refer to a noun preceded by a partitive article.	6, unit 6 "Little Things Mean a Lot"	II IV, 3e étape	Book 5, Component 19, Module 2 Book 6, Component 22, Module 2

CATEGORY:
EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To express completed actions in the affirmative and negative forms.	3, unit 7 4A, unit 4 4B, units 1, 2 "Self-Service"	II	Book 5, Component 17, Module 1 Book 5, Component 17, "Un peu de tout" Book 5, Component 20, Module 1
2. To express actions using reflexive verbs in the present.	4B, 8 5, unit 1 "Self-Service"	II	Book 4, Component 13, Module 1 and "Un peu de tout"

CATEGORY:
EXPRESSING TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To indicate frequency.	5, unit 2 "A votre avis"	III, 7e étape IV, 1ère étape	Book 2, Component 6 (Lecture) Book 2, Component 6 "Un peu de tout" ne ... jamais Book 2, Component 6 "Entre nous"

CATEGORY:

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To ask and tell about how one feels and what one likes or dislikes and is obliged to do.	2, unit 14/15 4A, unit 2	I III, 1ère étape 2e étape 3e étape	Book 4, Component 16 "Un peu de tout" Book 4, Component 16, Module 2

CATEGORY:

INDIRECT SPEECY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To replay statement.		III, 3e étape (exercices structuraux)	Book 5, Component 18, vocabulary Book 5, Component 18, page 36 (See exercice 3)

CATEGORY:

EXPRESSING DESIRES, ABILITIES AND PERMISSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To express desires, abilities or permission using *vouloir* or *pouvoir* in the affirmative or in the negative.	3, unit 15 4A, unit 1 4B, unit 4	I II III, 8e étape V, 1ère étape	Book 3, Component 9, Module 3 Component 10, Module 3
2. To express desires, abilities or permission using *vouloir* or *pouvoir* in the interrogative form using *est-ce que* or the inversion.	3, unit 15 4A, units 1 and 3	I III, 8e étape	Book 4, Component 15 "Entre nous"

CATEGORY:
EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 7 The student will be able:			
1. To connect two simple sentences, using *mais* and *ou*.		III	Book 1, Component 1 (See exercise 7, page 24) Book 1, Component 4 (See exercise 12, page 83) Book 4, Component 15 "Un peu de tout" Book 4, Component 16 "Allons-y" (See exercise 8, page 95)

CATEGORY:
EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able to express:			
1. Greetings and responses.	1, unit 5	III	Book 3, Component 10 (Lecture)
2. Farewells.	1, unit 33	III, 6e étape IV	Book 3, Component 10 (Vocabulaire)
3. Thanks/acceptance of thanks.			
4. Apologies.			Book 8, Component 30, Module 2; Component 32
5. Gaining attention.			Book 5, Component 18 (Vocabulaire)
6. Concern and sympathy.	3, unit 14 6, unit 1	III, 3e étape 7e étape	Book 3, Component 11 (Expressions with *quel(le)*) Book 4, Component 15 (Lecture)
7. Approval/Disapproval; Agreement/Disagreement.	3, unit 7 3, unit 10 4b, unit 2	IV	Book 2, Component 8 (Lecture) Book 4, Component 16 (Lecture) Book 7, Component 27 (Lecture) Book 1, Component 2 (Lecture) Book 3, Component 12 (Vocabulaire)
8. Good wishes.	3, unit 4, 9	IV	Book 3, Component 10 "Entre nous"

CATEGORY;
IDENTIFICATION OF PERSONS, OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To state in which province he lives.		IV, 2e étape (shows structure but not provinces)	Book 3, Component 9, Module 2 Book 6, Component 23 "De nos jours"
2. To ask and tell about nationality.	"Words United"	III, 1ère étape	Book 2, Component 5, Module 3

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To describe people and things.	1, unit 12 1, unit 39 6, unit 7 and 8 "A votre avis" "Words United"	III, 2e étape 3e étape	Book 1, Component 3, Module 3 Book 2, Component 5, Module 3 Book 5, Component 20 "Entre nous"

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To express the negative of the immediate future and of the completed past.	2, unit 3 4B, units 1, 4	I II III, 2e étape 8e étape (exercices structuraux)	Book 3, Component 10, Module 1 Book 5, Component 17, "Un peu de tout"
2. To express completed actions, using the auxiliary *être*.	3, unit 7 4b, unit 2 4b, unit 3 + "Self-Service"	II III, 1ère étape	Book 5, Component 20, Module 1
3. To express actions in the future tense in the affirmative and negative forms.	4b, unit 5 4b, unit 6 4b, unit 7 + "Self-Service"	IV, 5e étape 6e étape	Book 7, Component 26, Module 1
4. To express an action substituting the direct object with a direct object pronoun.	5, unit 4 "A votre avis" *Le, la les* *S'il vous plaît*	II III, 1ère étape 3e étape 7e étape	Book 3, Component 11, Module 1
5. To express an action with an indicate object noun.		I	Book 2, Component 6, Module 2

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To ask and tell where one comes from or goes to.	1, units 21 and 22 4B, unit 5		Book 2, Component 7, Module 3 Book 2, Component 6, Module 3
2. To express direction relative to another location.	3, unit 1 4A, unit 4 4A, unit 1 3, unit 1 1, unit 16A 1, unit 16B 3, unit 8 1, unit 40A	III III, 1ère étape 4e étape IV	Book 6, Component 23 (page 89) Book 1, Component 4 (page 68) Book 5, Component 18 (page 34) Book 6, Component 22 (page 57) Book 6, Component 22 (page 57)
3. To express distance relative to another location.	7, unit 16 "A votre avis"		

CATEGORY:
EXPRESSING TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To express time on a 24 hour clock.			Book 6, Component 23 "En d'autres mots"
2. To use *déjà* and *pas encore*.	1, unit 36	III, 6e étape IV, 1ère étape	Book 1, Component 3 (Lecture)
3. To indicate interruption of action.	3, unit 11	IV, 1ère étape	Book 4, Component 13 (Lecture) Book 3, Component 10 "Entre nous"

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To use the cardinal numbers up to 100,000.		IV, 4e étape	Books 4, 5, 6, 7, 8 Reference Section
2. To express quantity using adverbs with the following noun.	2, unit 18 1, unit 8 2, unit 4	II IV, 4e étape	Book 6, Component 17 "Vocabulaire"
3. To use the partitive article in affirmative and negative sentences.	4A, unit 4 "The Never, Not, Nothing, Never Book"	II IV, 1ère étape	Book 2, Component 5, Module 1 Book 3, Component 12, Module 2

CATEGORY:

EXPRESSING DESIRES, ABILITIES AND PERMISSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To ask and tell in the affirmative and negative what one knows how to do or what one is able to do.	5, unit 4 "A votre avis" 4A, units 1 and 3 4B, unit 4	IV, 2e étape I, II III, 8e étape	Book 4, Component 15, Module 2 Book 3, Component 10, Module 3 Book 4, Component 15 "Un peu de tout"

CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To express possession in answer to questions using all forms of the possessive adjective.	1, unit 25 1, unit 28 3, unit 5 4A, unit 5/6 "It's all Yours"	III, 2e étape 5e étape	Book 1, Component 4, Module 1 Book 2, Component 7, Module 2 Book 3, Component 10, Module 2

CATEGORY:

SPECIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To specify persons or objects using demonstrative adjectives.	2, unit 2 3, unit 12		Book 4, Component 13, Module 2
2. To specify persons and objects using suffixes *-ci* and *-là*.	3, units 3 and 41		Book 4, Component 13 "Entre nous"

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To relay a command.		III, 5e étape (exercices structuraux)	Book 5, Components Book 4, Component 14
2. To relay a question.		III, 8e étape (exercices structuraux)	Book 1, Components

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 8 The student will be able:			
1. To express two ideas by connecting them with *qui*, *que* or *où*.	3, unit 2 5, unit 1 and 2 "A votre avis" 7, unit 11 "A votre avis"	III, 2e étape 3e étape IV, 5e étape	Book 5, Component 17, Module 2 Book 7, Component 26, Module 2

CATEGORY:
SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able to express:			
1. Farewells.			
2. Introducing someone.			
3. Thanks, acceptance of thanks.	2, unit 11	IV	
4. Apologies/acceptance of apologies.	4A, unit 1 4b, unit 8		
5. Gaining attention.			Book 1, Component 2 "Entre nous"
6. Approval and Disapproval/ Agreement and Disagreement.		III, 6e étape 7e étape IV	Book 4, Component 16 Vocabulaire
7. Good wishes.	3, unit 4 3, unit 9	III, 8e étape	Book 3, Component 10 "Entre nous"
8. Toasts.	1, unit 22		

CATEGORY:

IDENTIFICATION OF PERSONS OR OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To indicate someone or something using indefinite pronouns.	Introduction 1, unit 2 3, unit 2	IV III, 5e étape	Book 5, Component 20 Vocabulaire (See also example 3, page 82)

CATEGORY:

EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able.			
1. To ask questions about actions and to express completed actions in the affirmative and negative.	4A, unit 4 4B, unit 1 4, unit 2 "A votre avis" + "Self-Service"	II III, 8e étape III, 1ère étape 5e étape	Book 5, Component 17, Module 1 Book 5, Component 18, Module 2 Book 5, Component 20, Module 1 Book 5, Component 19, "Entre nous" Book 5, Component 17, "Un peu de tout" (See also "Entre nous" page 77, Book 5) Book 6, Component 21, Module 1
2. To express continuous or repeated actions in the past, in the affirmative and negative forms.	5, unit 5 6, unit 6 "A votre avis" "Verbs, Verbs, Verbs"	III, 5e étape IV, 1ère étape	Book 6, Component 23, Module 1 Book 6, Component 24, Module 1
3. To express recent past action in the affirmative and negative forms.	2, unit 7 5, unit 5	III, 7e étape	Book 6, Component 22, Module 1
4. To express action using the reflexive verbs in the future.	"Self-Service"	V, 3e étape III, 1ère étape (Exercices structuraux)	Book 7, Component 26, Module 1 (See exercise 1 and 3) Book 4, Component 13, Module 1

CATEGORY:

EXPRESSING ACTIONS (continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able: (continued)			
5. To express actions in various negative forms.	4b, unit 8 5, unit 3 "A votre avis" 6, unit 10 "The Never, Not, Nothing, No More Book	III, 6e étape IV, 1ère étape	Book 6, Component 21, Module 2 Book 8, Component 30 "Tout ensemble" Book 6, Component 21 "Tout ensemble"

CATEGORY:
DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To make comparisons.	4B, unit 7 5, unit 1 "A votre avis" "Words United"	III, 2e étape 4e étape (exercices structuraux) 6e étape	Book 6, Component 23, Module 2 Book 6, Component 24, Module 2 Review Section Book 7, (page 125)

CATEGORY:
EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To express direction.	3, unit 4		Book 6, Component 24 (Lecture)

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To ask and tell the exact or approximate time using adverbs.		V, 1ère étape	Book 6, Component 21 (Lecture) Book 3, Component 10 with "futur proche", Module 1, also used in exercises in Book 6, Component 26

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To modify verbs with adverbs of quantity.	2, unit 4	III, 3e étape	
2. To modify adverbs and adjectives with adverbs of quantity.			
3. To express quantity using the pronoun *en*.	1, unit 8 1, unit 29 1, unit 38A 5, unit 4 and 5 "A votre avis" "Little Things Mean a Lot"	II IV, 3e étape	Book 5, Component 19, Module 2

CATEGORY:

EXPRESSING STATES OF MIND, ATTITUDES AND OBLIGATIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To ask and tell what one is obliged or is obliged not to do.	5, unit 3 "A votre avis"		Book 8, Component 31 "Tout ensemble" Book 4, Component 16, Module 2

CATEGORY:

DESCRIBING PEOPLE OR THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To describe likes and dislikes.	"S'il vous plaît"		
2. To describe what suits or does not suit someone.			

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To relay a question.		III, 8e étape (exercices structuraux)	Book 1, Component 2 Book 2, Component 7 Book 4, Component 14 Book 6, Component 22

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 9 The student will be able:			
1. To express two ideas in the present tense by connecting them with *quand*.	3, unit 7 3, unit 8	IV, 7e étape	Book 4, Component 13, "Un peu de tout 2" Book 4, Component 16, "Un peu de tout 2" Book 4, Component 15, "Un peu de tout 2" Book 6, Component 24 Book 7, Component 26 "Tout ensemble"

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 10, 11 and 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content:

LISTENING COMPREHENSION

At the end of Grade 12, the student, by listening, will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish among French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the required linguistic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations;
6. Recognize specific information and ideas;
7. Demonstrate understanding of a passage by answering questions and by citing evidence to support conclusions;
8. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items;
9. Demonstrate understanding of weather reports, newscasts, speeches, and stories by answering general questions orally or in writing;
10. Demonstrate the ability to understand the attitude and intent of the speakers;
11. Demonstrate the ability to perceive levels of language usage: formal, informal, colloquial, and regional.

SPEAKING

At the end of Grade 12, the student will be able to:

SPEAKING (continued)

1. Produce accurately French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of required linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary;
7. Interview someone and report findings;
8. Present a summary of a specified topic;
9. Explain how to do something such as cook, sew, assemble, construct, repair or play an instrument;
10. Speak on a selected topic;
11. Persuade someone to do something or to allow you to do something;
12. Present a critique of a film, radio or television program or book;
13. Use the language orally in affective contexts.

READING

At the end of Grade 12, the student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation;
3. Read silently with comprehension recombinations and rearrangements of familiar material;
4. Read for general meaning, material containing some unfamiliar cognates or vocabulary items;

READING (continued)

5. Read for specific information and ideas;
6. Read in order to discuss a passage read by answering questions or by citing evidence to support conclusions;
7. Skim for comprehension of major ideas contained in a short text;
8. Read in order to summarize orally or in writing the content of what has been read;
9. Read newspaper and magazine articles for information and/or pleasure;
10. Use a unilingual French and French-English dictionary effectively;
11. Read in order to discuss selections from literature.

WRITING

At the end of Grade 12, the student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages;
3. Write dictations based on familiar material learned orally;
4. Write answers to questions which utilize only familiar vocabulary;
5. Write guided compositions bases on responses to questions from visual and oral cues;
6. Write answers to questions;
7. Write compositions;
8. Write a social letter;
9. Write a business letter.

CULTURAL UNDERSTANDING

At the end of Grade 12, the student will be able to:

1. Demonstrate knowledge of francophone cultures in Canada, France and

CULTURAL UNDERSTANDING (continued)

other countries;

2. Describe differences and similarities between these francophone cultures and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities;
6. Research an area of personal interest.

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GRADE(S) 10

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to express greetings.	Maintain content of Grades 4 - 9.
2. to express farewells.	
3. to introduce someone.	
4. to express thanks/to accept thanks.	
5. to express apologies/ to accept apologies.	
6. to gain attention.	
7. to express concern and sympathy.	
8. to express approval and disapproval/agreement and disagreement.	
9. to express good wishes.	
10. to express toasts.	
11. to express surprise.	

GRADE(S) 10

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able: 1. to indicate someone or something using indefinite pronouns. 2. to ask and tell about nationality and place of origin.	Maintain Grades 7-8-9.

GRADE(S) 10

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to express acquaintance.	1.1 Subj. + *connaître* + n. *Je connais Michel.*
2. to express knowledge of facts and of how to do things.	2.1 Subj. + *savoir* + n. infin. *Je sais la réponse.* *Je sais travailler.*
3. to specify persons, things or places by asking questions using interrogative adjectives.	3.1 Int. adj. + *être* + n. phrase. *Quel est votre numéro de téléphone?*
	3.2 Int. adj. + n. + v. + hyphen + subj. pron. *Quelle robe met-elle?*
	3.3 Int. adj. + n. + *est-ce que* + subj. + v. *Quelle robe est-ce qu'elle met?*
4. to specify a person, thing, place or time by asking questions, using interrogative adverbs.	4.1 Maintain content of Grades 7-9.

GRADE(S) 10

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS

Grade 10: The student will be able:

1. to express an action occuring in the present.
2. to express an action in the immediate future.
3. to express commands or suggestions.
4. to express recent past actions.
5. to express past actions.
6. to express continuous or repeated actions in the past in the affirmative and in the negative forms.
7. to express actions using reflexive verbs, in the affirmative and negative forms.
8. to express actions in the future using certain subordinate conjunctions.
9. to express an action using negation with an infinitive.

LINGUISTIC CONTENT

Maintain linguistic content from grades 4 to 9.

8.1 Subj. + conj. + subj. + v. + subj. + v.

Aussitôt que Marc viendra, il verra.

Note: After *quand, lorsque, dès que, aussitôt que,* the future is used if the future is implied or if the action refers to the future.

9.1 Subj. + v. + *ne pas* + infin.
ne jamais
ne plus
ne rien

Je préfère | *ne pas partir.*
ne jamais mentir.
ne plus attendre.
ne rien dire.

9.2 Subj. + v. + *ne pas* + object pron. + infin.
ne jamais
ne plus

J'espère ne pas *le* / *la* / *les* | *perdre.*

GRADE(S) 10

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS

10. to express an action in the affirmative and negative, using direct object and indirect object pronoun.

LINGUISTIC CONTENT

10.1 Subj. + pron. + pron. + v.

Il donnera la pomme au professeur.

Il la lui donnera.

Subj. + *ne* + pron. + pron. + v. + *pas.*

Il ne donnera pas la pomme au professeur.

Il ne la lui donnera pas.

10.2 Subj. + *venir de* + pron. + pron. + infin.

Je viens de donner mes clefs à mon fils.

Je viens de les lui donner.

10.3 Subj. + pron. + pron. + aux. + p.p.

J'ai mis les jupes dans l'armoire.

Je les y ai mises.

J'ai acheté des disques pour Edouard.

Je lui en ai acheté.

Subj. + *ne* + pron. + pron. + aux. + *pas* + p.p.

Elle n'a pas posé la question à l'enfant.

Elle ne la lui a pas posée.

Note: 1. In the *passé composé*, the past participle agrees in gender and number with the direct object pronoun which precedes the auxiliary verb *avoir*.

2. The usual order of object pronoun is:

me		*le*				
te	-	*la*	-	*lui*	- *y-en* + verb	
nous		*les*		*leur*		
vous						
se						

GRADE(S) 10

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
11. to express orders and suggestions in the affirmative and negative forms, using direct and indirect object pronouns.	*11.1* *V.* + hyphen + pron. + hyphen + pron. *Donne-le-moi.* Note: In affirmative imperative *moi* and *toi* are used in place of me and te and the word becomes: *moi* Verb *le* *toi* in - *la* - *lui* - *y* - *en* Imperative *les* *nous* *vous* *leur* *Ne* + pron. + pron. + v. + *pas* *Ne me le donne pas.*
12. to express action using *faire* + infinitive in the affirmative and negative forms.	*12.1* Subj. + *faire* + infin.+ direct object. *Il fait cuire le poisson.* Subj. + *ne* + *faire* + *pas* + v. + direct object. *Il ne fait pas cuire le poisson.*
13. to express an action using *en* + present participle, in the affirmative.	*13.1* *En* + p.p. + ... *En allant au parc, ...* *En se promenant, il a vu...*
14. to express a condition in the affirmative and negative forms.	*14.1* Subj. + v. + ... *J'irais au parc ...* Subj. + *ne* + v. + *pas* + ... *Je n'irais pas au parc ...* Note: See the category "Expressing Relationships" for conditional sentences.

GRADE(S) 10

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
15. to express an action in the past tense to state what had happened.	*15.1* *être* Subj. + *avoir* (imperfect) + p.p. + ... *J'avais parlé à mon ami.* *Je n'avais pas parlé à mon ami.* *Il était allé au parc.* *Elle était allée au parc.* *Il n'était pas allé au parc.* *Elle n'était pas allée au parc.*
16. to express an action with verbs requiring no preposition before the infinitive.	Maintain linguistic content Grades 7-9.
17. to express an action using verbs requiring *à* before the infinitive.	*17.1* Subj. + v. + *à* + infin. + n. *J'aide à trouver le livre.* Note: Some common verbs requiring *à:* *apprendre* *commencer* *inviter* *réussir* *se décider*
18. to express an action using verbs requiring *de* before the infinitive.	*18.1* Subj. + v. + *de* + infin. *Je promets de t'accompagner.* Note: Some common verbs requiring *de:* *cesser* *essayer* *oublier* *regretter*

GRADE(S) 10

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able: 1. to ask and tell where one lives, goes to or comes from. 2. to express direction relative to another location. 3. to express direction.	Maintain the linguistic content of Grades 4 - 9

GRADE(S) 10

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS

Grade 10: The student will be able:

1. to express possession using all forms of the possessive adjectives.
2. to express possession using all forms of the possessive pronouns.

LINGUISTIC CONTENT

Maintain linguistic content for Grades 4 - 9.

2.1 *A qui* + v. + n.

A qui sont ces livres?

Ce sont + poss. pron.

Ce sont les miens.
les siens.

Possessive Pronouns			
Masculin		Féminin	
Singular	Plural	Singular	Plural
Le mien	*les miens*	*la mienne*	*les miennes*
Le tien	*les tiens*	*la tienne*	*les tiennes*
Le sien	*les siens*	*la sienne*	*les siennes*
Le nôtre	*les nôtres*	*la nôtre*	*les nôtres*
Le vôtre	*les vôtres*	*la vôtre*	*les vôtres*
Le leur	*les leurs*	*la leur*	*les leurs*

GRADE(S) 10

CATEGORY: EXPRESSING TIME

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to express length and duration of time using *il y a*, *depuis*, *pendant* and *pour*.	1.1 Subj. + v. + time expression *Nous sommes arrivés il y a dix minutes.* *Ils étudient depuis la semaine passée.* *Elle travaillera pendant mon absence.* *Il vient pour quinze jours.* Note: The present tense is used here with *depuis* on the grounds that the action is still continuing.
2. to express an action begun in the past and continuing in the present.	2.1 *J'habite Genève depuis trois ans.* *Il y a trois ans que j'habite Genève.* *(Cela) Ça fait trois ans que j'habite Genève.* *Voilà trois ans que j'habite Genève.*
3. to express action in relation to previous actions.	3.1 *Il est arrivé à la même heure que lundi dernier.* *Il est arrivé plus tard qu'hier.* *Il arrivera plus tôt que la semaine dernière.*

GRADE(S) 10

CATEGORY: EXPRESSING WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to express a wish, using *avoir envie de.*	1.1 Subj. + *avoir* + *envie de* + infin. *Elle a envie de chanter.* *Elle avait envie de chanter.* *Elle aura envie de chanter.*

GRADE(S) 10

CATEGORY: EXPRESSING OBLIGATION AND NECESSITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able: 1. to express obligation. 2. to express necessity.	Maintain the linguistic content from Grades 4 - 9.

GRADE(S) 10

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	**LINGUISTIC CONTENT**
Grade 10: The student will be able:	
1. to describe people and things with adjectives formed by using suffixes.	1.1 -*eux* (*malheureux*) (*malheureuse*) -*ain* (*américain*) -*ais* (*français*) -*ien* (*canadien*) -*ois* (*chinois*) Note: Add *ment* to the feminine singular forms of the adjective. *naturel* → *naturelle* → *naturellement* If the masculine singular form of the adjective ends in a vowel, add *ment* to the masculine singular rather than to the feminine.
3. to describe people or things by using prepositional phrases.	3.1 N. + prepositional phrase *le rayon des bonbons* *la crème glacée au chocolat* *le canard à l'orange* *la femme aux cheveux blonds* *un match de hockey*

GRADE(S) 10

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able: 1. to express quantity of people, things and conditions. 2. to ask and tell about parts of the whole in the affirmative and negative.	Maintain the linguistic content of Grades 4 - 9.

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GRADE(S) 10

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to express a reason as to why an action is or is not performed, using the conjunctions *parce que, car, donc.*	1.1 *Monsieur Thomas aime la soupe à l'oignon, donc il en prend souvent.* *Parce qu'il n'est pas bon cuisinier, Luc va souvent au restaurant.* *Il s'habille bien car il fait froid.* 1.2 *C'est à cause de son âge qu'il ne peut pas faire du patin à roulettes.* *Il va au théâtre pour voir son idole.*

GRADE(S) 10

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to report what someone says.	Maintain Grades 7-9.
2. to report what someone said.	*2.1* Subj. + v. + *que* + subj. + v. *Il a dit qu'il travaillait.* *Il a dit qu'il travaillerait.* *Il a dit qu'il avait travaillé.*
3. to express what someone will say.	*3.1* Subj. + v. + *que* + subj. + v. *Je dirai qu'il travaille.* *Je dirai qu'il travaillera.* *Je dirai qu'il travaillerait.* *Je dirai qu'il avait travaillé.*

GRADE(S) 10

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 10: The student will be able:	
1. to express the relationship between two or more ideas, using conjunctions.	Maintain content of Grades 4 - 9. Note: Other conjunctions; refer to suggested vocabulary list.
2. to express conditional relationships using *si*.	2.1 *Je mange si j'ai faim.* *Je mangerai si j'ai faim.* *Mange, si tu as faim.* *Je mangerais, si j'avais faim.*

Note: Result Clause	*Si* Clause
Present	Present
Future	Present
Imperative	Present
Conditional Present	Imperfect

GRADE(S) 11

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able: 1. to express greetings. 2. to express farewells. 3. to introduce someone. 4. to express thanks. 5. to express apologies. 6. to gain attention. 7. to express concern and sympathy. 8. to express approval and disapproval. 9. to express manners. 10. to express good wishes. 11. to express toasts. 12. to express surprise.	Maintain content of Grades 4 - 10.

GRADE(S) 11

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS

Grade 11: The student will be able:

1. to identify persons and things using indefinite pronouns and adjectives.

LINGUISTIC CONTENT

1.1 *Quelqu'un est à la porte.*

Personne n'est à la porte.

Quelque chose s'est passé.

Rien ne s'est passé.

Plusieurs sont arrivés.

Aucun n'est arrivé.

NOTE: INDEFINITE PRONOUNS

Affirmative	Negative
plusieurs	*aucun, aucune* *nul, nulle*
quelques-uns *quelques-unes* *on, tous, toutes*	*personne*
quelque chose *tout, toute*	*rien*

1.2 *Il a parlé à chaque élève.*

Il n'a parlé à aucun élève.

Plusieurs pompiers sont entrés dans la maison.

Nul n'est revenu.

Tous les gens sont arrivés.

NOTE: INDEFINITE ADJECTIVES

Affirmative	Negative
certain *chaque* *plusieurs* *tel, telle* *tout, toute* *tous, toutes*	*nul, nulle* *aucun, aucune*

GRADE(S) 11

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able: 1. to express an action occuring in the present. 2. to express an action in the immediate future. 3. to express an action in the future tense. 4. to express commands or suggestions. 5. to express recent past actions. 6. to express past actions. 7. to express continuous or repeated actions. 8. to express actions related to oneself. 9. to express actions, while substituting the direct object with a direct object pronoun and the indirect object with an indirect object pronoun. 10. to express an action using the present participle. 11. to express an action using the pluperfect tense. 12. to express an action in the conditional present. 13. to express an action through the use of infinitives, with or without prepositions.	Maintain content of Grades 4 - 10.

GRADE(S) 11

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	Conditional Perfect
14. to express what would have happened under certain conditions.	14.1 Subj. + conditional aux. + p.p.+ ... *Ils auraient gagné s'ils avaient mieux joué.*
	Future Perfect
15. to express what will or shall have happened.	15.1 Subj. + future aux. + p.p. + ... *Je serai parti quand il arrivera.*

GRADE(S) 11

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able: 1. to ask and tell where one lives, goes to or comes from. 2. to express location using the adverbial pronoun *y*. 3. to express location using the adverbial pronoun *en*.	Maintain content of grades 4 - 10.

GRADE(S) 11

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able: 1. to express possession using all forms of the possessive pronouns. 2. to express possession using all forms of the possessive adjectives.	Maintain content of grades 4 - 10.

GRADE(S) 11

CATEGORY: EXPRESSING WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to express what one likes or does not like using disjunctive pronouns.	*Est-ce que tu aimes la musique?* *Oui, j'aime la musique.* *Non, je n'aime pas la musique.* Affirmative *1.1* Disjunctive pron. + *aussi* + subj. + v. + object *Moi aussi, j'aime la musique.* *Lui aussi, il aime la musique.* Negative *1.2* Disjunctive pron. + *non plus* + pron. subj.+ *ne* + v. + *pas* + object. *Moi non plus, je n'aime pas la musique.* *Eux non plus, ils n'aiment pas la musique.* *1.3* Subj. + indir. object pron. + *plaire.* *La pipe lui plaît.* *Ses robes te plaisent.*
2. to express necessity using the subjunctive.	*2.1* *Il faut* + *que* + subj. + v. *Il faut que tu ailles.* *2.2* *Il* + *est nécessaire* + *que* + subj. + v. *Il est nécessaire que tu ailles.*
3. to express wishes, wants or preference using the subjunctive.	Wishing *3.1* Subj. + v. + *que* + subj. + v. *Je désire que vous soyez heureux.* *Je souhaite que vous réussissiez.* Wanting *3.2* Subj. + *vouloir* + *que* + subj. + v. *Je veux que tu ailles au cinéma.*

CATEGORY: EXPRESSING WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELINGS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
	Preference
	3.3 Subj. + *préférer* / *aimer mieux* + *que* + subj. + v. *Je préfère que vous chantiez.* *J'aime mieux qu'ils finissent leur travail.*
	3.4 *Il vaut mieux* + *que* + subj. + v. *Il vaut mieux que tu fasses du ski.*
4. to express emotion using the subjunctive.	*4.1* Subj. + v. + *content* / *heureux* / *désolé* + *que* + subj. + v. *Je suis heureux qu'il soit venu.*
	4.2 Subj. + *avoir peur* + *que* + subj. + v. *J'ai peur que ce soit la grippe.*
	4.3 Subj.+ *regretter* + *que* + subj. + v. *Je regrette que Paul soit malade.*
5. to express uncertainty.	*5.1* Subj. + *douter* + *que* + subj. + v. *Je doute qu'il soit arrivé.*
	5.2 Subj. + *ne* + *croire* / + *penser* + *pas* + *que* + subj. + v. *Je ne crois pas que vous partiez.* *Je ne pense pas que vous partiez.*

GRADE(S) 11

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to describe people or things using the comparative and superlative forms of adjectives.	*1.1* Maintain content of grades 4 - 10.
2. to describe actions using the comparative and superlative forms of adverbs.	*2.1* Maintain content of grades 4 - 10.
3. to describe people and things with adjectives formed by adding suffixes.	*3.1* *-al (mondial (e))* *-esque (pittoresque)* *-if (sportif)* *-able (charitable)* *-ible (audible)* *-uble (soluble)*
4. to use adverbs of quantity with compound tenses.	*4.1* Subj. + aux. + adv. + p.p. *Tu as trop dormi.*
5. to describe adjectives and adverbs using adverbs of quantity.	Maintain content of grades 4 - 10.

GRADE(S) 11

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able: 1. to ask and tell about parts of the whole, using the pronoun *en*. 2. to express quantity using the pronoun *en* in combination with expressions of quantity.	Maintain content of Grades 7 - 10.

GRADE(S) 11

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to express a reason as to why an action is or is not performed, using the conjunctions *comme, puisque, alors.*	1.1 Maintain content of grade 10. 1.2 *Comme il fait beau, je vais à la plage.* *Puisque tu es en retard, téléphone pour un taxi.* *Il pleuvait, alors je ne suis pas sorti.*
2. to express a reason as to why an action is or is not performed, using the preposition *afin de.*	2.1 Maintain content of grade 10. 2.2 *Il travaille au magasin afin de gagner de l'argent.*

GRADE(S) 11

CATEGORY: INDIRECT SPEECH

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to report what someone had said.	1.1 Subj. + v. + *que* + subj. + v. *Il avait dit qu'il aurait travaillé.* *Il avait dit qu'il travaillerait.*

GRADE(S) 11

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

Grade 11: The student will be able:

1. to express the relationship between two or more ideas, using conjunctions.
2. to express a relationship of time between the action of the principal clause and the action of the subordinate clause.
3. to express the relationship between the action of the principal clause and the action of the subordinate clause, indicating that an action would take place if a condition had been realized.

LINGUISTIC CONTENT

Maintain content grade 10.

2.1 *Je crois qu'il chante.*
J'ai cru qu'il chantait.

2.2 *Je crois qu'il a chanté.*
Je crois qu'il chantait.
J'ai cru qu'il avait chanté.

2.2 *Je crois qu'il chantera.*
J'ai cru qu'il chanterait.

Principal	Subordinate
Present/future	Present Future Passé Composé Imperfect
Present perfect (past)	Imperfect Conditional Present Pluperfect

Maintain content of Grade 10.

Conditional perfect in result clause.

3.2 Conditional perfect + *si* + pluperfect.

Je l'aurais vu, si Paul était venu.

Result Clause	*Si* Clause
Present	Present
Future	Present
Imperative	Present
Conditional Present	Imperfect
Conditional Past	Pluperfect

GRADE(S) 11

CATEGORY: EXPRESSING RELATIONSHIPS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
4. to express the relationship of time using *quand, lorsque, dès que, aussitôt que*, to show that the action of the subordinate clause occurs either before or at the same time as the action of the principal clause.	*4.1* Maintain content of grade 10.
5. to express the relationship between the principal clause and the subordinate clause, when the principal clause indicates necessity, wishes, preference, emotion or uncertainty.	*5.1* Present and past subjunctive: Subj. + v. + *que* + subjun. *Je doute qu'il soit malade.* *Je regrette qu'il soit allé au cinéma.* *Il faudra qu'il aille à l'école.*
6. to express the relationship between the principal clause and the subordinate clause with the following conjunctions *pour que, afin que, avant que, jusqu'à ce que, à moins que ... (ne), quoique, bien que, sans que.*	*6.1* *Il travaille afin que les enfants mangent.* *Il travaillera agin que les enfants mangent.* *J'irai au cinéma à moins que Paul ne vienne ici.* *Je vais au cinéma à moins que Paul ne vienne ici.* *Je vais au cinéma à moins que Paul ne soit venu.*

GRADE(S) 11

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 11: The student will be able:	
1. to specify persons or things using demonstrative pronouns.	1.1 *Celui* *Celle* *Ceux* *Celles* + subordinate clause + v. +... *Celui qui danse est mon frère.*
	1.2 *Celui* *Celle* *Ceux* *Celles* + prep. + subordinate clause + v. *Celle à qui j'ai parlé adore la musique.*
2. to express relative, temporal and spatial distance using - *ci* and - *là* with demonstrative pronouns.	2.1 *Celui-ci aime la musique, celui-là les sports.* *Voilà deux robes: j'aime celle-ci mais je déteste celle-là.*
3. to specify persons or things using the invariable demonstrative pronouns *ça*, *cela* and *ceci*.	3.1 *Ça se peut.* *Cela m'étonne.* *Ceci est très important.* *J'aime ceci mais pas cela.*
4. to specify persons or things using relative pronouns.	4.1 Subj. + *qui* + v. + ... *L'arbre qui n'a pas de feuilles se trouve devant la maison.*
	4.2 Subj. + *que* + subj. + v. + ... *La femme que vous cherchez connaît ma soeur.* *Les images que les garçons regardent sont belles.* Note: Also, particularly in writing: *Les images que regardent les garçons sont belles.*
	4.3 Subj. + prep. + subordinate clause + v. + ... *Le garçon de qui tu parles est mon frère.*

GRADE(S) 11

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS

LINGUISTIC CONTENT

4.4 Subj. + prep. + *lequel* / *laquelle* / *lesquels* / *lesquelles* + subj. + v.

La table sur laquelle vous travaillez est ancienne.

Note 1: *Lequel* as object of the preposition *à* and *de.*

à + laquelle = à laquelle
à + lequel = auquel
à + lesquelles = auxquelles
à + lesquels = auxquels

de + laquelle = de laquelle
de + lequel = duquel
de + lesquelles = desquelles
de + lesquels = desquels

Note 2: *De* + relative pronoun is frequently replaced by *dont.*

L'interrupteur dont tu parles ne fonctionne pas.

5. to specify persons or things using interrogative pronouns.

5.1 Subjects:

Qui + v.?
Qui est-ce qui
Qu'est-ce qui

Subject (persons):

Qui fera du ski?

Qui est-ce qui fera du ski?

Subject (things):

Qu'est-ce qui est arrivé?

5.2 Objects:

For persons:

Qui as-tu vu?

Qu'est-ce que tu as vu?

For things:

Que feras-tu?

Qu'est-ce que tu as fait?

GRADE(S) 11

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT

5.3 Object of the preposition:

For persons:

Avec qui Jeanne est-elle venue?

For things:

Contre quoi protestes-tu?

INTERROGATIVE PRONOUNS

Role in sentence	persons	things
Subject of verb	*qui est-ce qui*	*qu'est-ce qui*
Object of verb	*qui* *qui est-ce que*	*que* *qu'est-ce que*
Object of preposition	*qui*	*quoi*

GRADE(S) 12

CATEGORY: EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to express greetings.	Maintain previous linguistic content.
2. to express farewells.	
3. to introduce someone.	3.2 Formal introduction for an audience. *J'ai le plaisir de vous présenter ...*
4. to express thanks.	
5. to express apologies.	
6. to gain attention.	
7. to express concern and sympathy.	
8. to express approval and disapproval.	
9. to express manners.	
10. to express good wishes.	
11. to express toasts.	11.1 Formal toasts at a banquet. *Levez le verre à la santé de ...*
12. to express surprise.	

GRADE(S) 12

CATEGORY: EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able: 1. to express quantity of people, things and conditions. 2. to ask and tell about parts of the whole in the affirmative and negative. 3. to ask and tell about parts of the whole in the affirmative and negative using the pronoun *en*. 4. to express quantity using the pronoun *en* in combination with expressions of quantity.	Maintain previous linguistic content.

GRADE(S) 12

CATEGORY: IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to identify persons and objects using present participles, past participles and infinitives as nouns.	1.1 Maintain previous linguistic content. 1.2 *Il regarde les passants.* *J'attends les invités.* *Voir c'est croire.*

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GRADE(S) 12

CATEGORY: SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to specify persons and objects by emphasizing them, using *ce que, ce qui, ce dont.*	1.1 *Ce que* *Ce qui* + ... + *c'est* + ... *Ce dont* *Ce que j'ai décidé, c'est de partir tout de suite.* *Ce qui est agréable, c'est le week-end.* *Ce dont elle a besoin, c'est de l'argent.*

GRADE(S) 12

CATEGORY: DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to describe people or things using the comparative and superlative forms of adjectives.	Maintain previous linguistic content.
2. to describe actions using the comparative and superlative forms of adverbs.	
3. to describe people and things with adjectives formed by adding suffixes.	3.1 *- ier journalier (ère)* *- ien aérien (ne)* *- ard bavard (e)* *- âtre jaunâtre* *- et rondelet (te)*
4. to describe actions using adverbs formed with suffixes.	Maintain previous linguistic content.
5. to describe people or things by using adjective phrases.	
6. to describe things using technical and idiomatic terms.	
7. to describe persons or objects using similes.	7.1 *Il est* + adj. + *comme* + noun phrase *Il est grand comme la Tour Eiffel.* *Il est fort comme Samson.* *Il est épais comme un livre.* *Il est rond comme une boule.* *Il est courageux comme un lion.* *Il est beau comme un coeur.*
8. to describe persons or objects using the past participle as an adjective.	8.1 *Les jeunes filles, prises de peur, ont crié.*
9. to describe persons and objects using the present participle as an adjective.	9.1 *J'aime un chien obéissant.* *Ce sont des élèves travaillants.* *Cette femme est ravissante.* *Le soleil levant chasse la nuit.*

GRADE(S) 12

CATEGORY: EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able: 1. to express an action in the present. 2. to express an action in the immediate future. 3. to express an action in the future tense. 4. to express command or suggestions. 5. to express recent past actions using *venir de*. 6. to express past actions. 7. to express continuous or repeated actions. 8. to express actions related to oneself. 9. to express actions, while substituting the direct object pronoun and the indirect object with an indirect object pronoun. 10. to express an action using the present participle. 11. to express an action using the pluperfect tense. 12. to express an action in the conditional. 13. to express an action through the use of infinitive verbs, with or without prepositions. 14. to describe what will or shall have happened.	Maintain previous linguistic content.

GRADE(S) 12

CATEGORY: EXPRESSING ACTIONS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
15. to express necessity, wishes, preference, emotion, uncertainty.	*15.1* Maintain previous linguistic content.
16. to express an action using the historical past.	*16.1* Historical Past (Past Definite) *Il vécut au dix-septième siècle.*
17. to express past action using *après*.	*17.1* $\boxed{\textit{Après} + \begin{array}{c}\textit{être}\\ \textit{avoir}\end{array} + \text{p.p.} + \ldots}$ *Après avoir chanté ....* *Après être parti (e) ....* Note: 1. The past infinitive is the only verb form possible after *après*. 2. The agreement of the past participle is the same as in compound tenses.
18. to express an action in the passive voice.	*18.1* $\boxed{\text{Subj.} + \textit{être} + \text{p.p.} + \begin{array}{c}\textit{par}\\ \textit{de}\end{array} + \text{agent.}}$ *Le chat est mangé par le chien.* *Il est aimé de tout le monde.* *18.1* $\boxed{\text{Subj.} + \text{aux.} + \textit{été} + \text{p.p.} + \begin{array}{c}\textit{de}\\ \textit{par}\end{array} + \text{agent.}}$ *La table a été mise par la servante.*

GRADE(S) 12

CATEGORY: Indirect Speech

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able: 1. to report what someone says, has said or will say in both the affirmative and negative form.	Maintain previous linguistic content.

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GRADE(S) 12

CATEGORY: EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to express a reason as to why an action is or is not performed using the following conjunctions: *attendu que, étant donné que, vu que.*	1.1 Maintain previous linguistic content 1.2 *Attendu que les témoins ne sont pas ici, la cour est remise.* *Etant donné qu'il se fait tard, il vaut mieux partir.* *Vu que les étudiants sont fatigués, il n'y aura pas de classe aujourd'hui.*
2. to express a reason as to why an action is or is not performed using the preposition *grâce à*.	2.1 Maintain previous linguistic content. 2.2 *Il a réussi à l'examen grâce à son effort.*

GRADE(S) 12

CATEGORY: EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS

Grade 12: The student will be able:

1. to express the relationship between two or more ideas using conjunctions.
2. to express the relationship of time between the action of the principal clause and the action of the subordinate clause.
3. to express the relationshipe between the action of the principal clause and the action of the subordinate clause, indicating that an action would take place if a condition had been realized.
4. to express the relationship of time using *quand, lorsque, dès que, aussitôt que*, to show that the action of the subordinate clause occurs either before or at the same time of the principal clause.
5. to express the relationship between the principal clause and the subordinate clause, when the principal clause indicated necessity, wishes, preference, emotion, uncertainty.
6. to express the relationship between the principal clause and the subordinate clause with the following conjunctions *pour que, afin que, avant que, jusqu'à ce que, à moins que, quoique, bien que, sans que.*

LINGUISTIC CONTENT

Maintain previous linguistic content.

GRADE(S) 12

CATEGORY: EXPRESSING RELATIONSHIPS (cont'd)

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
7. to express the relationship of time to show that the action of the subordinate clause occurs before the action of the principal clause.	7.1 *Après avoir fini ton travail -* *- tu vas au cinéma.* *- tu es allé au cinéma.* *- tu allais au cinéma.* *- tu vas aller au cinéma.* *- tu iras au cinéma.*

GRADE(S) 12

CATEGORY: EXPRESSING LOCATION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able: 1. to ask and tell where one lives, goes to or comes from. 2. to express direction. 3. to express location using the adverbial pronouns *y* and *en*.	Maintain previous linguistic content.

GRADE(S) 12

CATEGORY: EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able: 1. to express possession using all forms of the possessive pronouns. 2. to express possession using all forms of the possessive adjectives.	Maintain previous linguistic content.

GRADE(S) 12

CATEGORY: EXPRESSING NECESSITY, WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELING

PERFORMANCE STATEMENTS	LINGUISTIC CONTENT
Grade 12: The student will be able:	
1. to express necessity, wishes, wants, preference, emotion and uncertainty using the subjunctive.	*1.1* Maintain previous linguistic content.
2. to express fear using the subjunctive.	*2.1* $\boxed{\text{Subj.} + \begin{matrix}\textit{avoir peur}\\ \textit{craindre}\end{matrix} + \textit{que} + \text{subj.} + \textit{ne} + \text{v.}}$ *Il a peur qu'elle ne soit devenue paresseuse.* *Je crains qu'elle ne vienne.* Note: After verbs of fearing used affirmatively, a *ne* is used before the verb in the subordinate clause.

MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 10, 11 and 12, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

COURSE OUTLINE

GRADE	ALBERTA	CANADA OUTSIDE QUEBEC	QUEBEC	WORLD
4	Family centres, Christmas, Easter Songs			
5		Fêtes, Geography, History, Daily Living, Speech, Crafts		
6			Fêtes, Geography, History, Daily Living, Sports, Crafts	
7	Cuisine, Fêtes, Songs/Music, Family, Geography, History, Famous People, Arts, Daily Living, Sports, Leisure, Crafts			
8		Daily Living, Family, Friends and Acquaintances, Attitudes, Famous People		
9			Geography, History, Contemporary Québec Influence	
10				France Geography, Economy, People, Daily Life, Arts, Science and Technology
11				World Location, History, Lifestyle, Influence, Attitudes
12	See the topics suggested in the Handbook			

SUGGESTED VOCABULARY

GRADES 10-11-12

LA FAMILLE

un mari	*une femme*
un papa	*une maman*
un père	*une mère*
un cousin	*une cousine*
un neveu	*une nièce*
un oncle	*une tante*
un grand-père	*une grand-mère*
un petit-fils	*une petite-fille*
un bébé	
un enfant	*une enfant*
un fils	
un frère	*une soeur*
un garçon	*une fille*
un jumeau	*une jumelle*
un beau-frère	*une belle-soeur*
un beau-père	*une belle-mère*
un bonhomme	*une bonne*
un cadet	*une cadette*
un cavalier	*une cavalière*
	une dame
	une demoiselle
un époux	*une épouse*
un fiancé	*une fiancée*
un gamin (familier)	*une gamine*
un gendre	*une bru*
un gosse (familier)	*une gosse*
un ménage	*une naissance*
	une parenté

SUGGESTED VOCABULARY

GRADES 10-11-12

LES VETEMENTS

un blanchissage
un blanchisseur
un bottillon
un col
un cordon
un foulard
un gilet
un jupon
un lacet
du linge
un pull-over
un pyjama
un ruban
un sous-vêtement
un tailleur
un talon
un tricot
un tweed
un veston

une boucle
une casquette
une couture
une dentelle
une épingle
une étoffe
une garde-robe
une semelle
une toile
une veste

des cosmétiques

LES ACCOUTREMENTS

un bijou
un collier
un portefeuille
un porte-monnaie

une bague
une boucle d'oreille

LE MAQUILLAGE

un fard
un rouge à lèvre

SUGGESTED VOCABULARY

GRADES 10-11-12

LA MAISON

un premier étage
un rez-de-chaussée
un salon
un sous-sol (canadianisme)

un jardin
un jardin potager

une chambre (à coucher)
une cuisine
une pièce
une salle à manger
une salle de bain (s)
une salle de jeux
une salle de récréation
une salle de séjour
les toilettes

PARTIES D'UNE PIECE:

un mur
un plafond
un plancher

un bureau
un fauteuil
un lit

un appartement
un ascenseur
un escalier

un arrosoir
un aspirateur
un balai
un cendrier
un divan
un drap
un étage
un évier
un fourneau
un garde-fou
un lavabo
un vestibule

une cheminée
une fenêtre
une porte
une sonnette

une chaise
une lampe
une pendule
une table

une ampoule
une baignoire
une batterie de cuisine
une clôture
une demeure
une échelle
une lessive
une pelouse

SUGGESTED VOCABULARY

GRADES 10-11-12

LES SAISONS ET LE TEMPS

un banc de neige
un baril
un brouillard
un climat
un éclair
un éclat
un flot
un givre
un orage
un tonnerre

une averse
une boue
une brume
une chaleur
une clarté
une foudre
une gelée
une goutte
une grêle
une humidité
une lueur
une noirceur
une obscurité
une ombre
une poudrerie
une tempête
une température

SUGGESTED VOCABULARY

GRADES 10-11-12

LES SPORTS ET LES JEUX

un adversaire
un amateur
l'athlétisme
un avantage
un balai
un ballon
le basket
un bateau
un bâton
un billiard
un boxeur
un but
un canotier
un capitaine
un casque
un court (de tennis)
le curling
le cyclisme
un entraîment
un équipement
un esprit
un filet
le football
un fusil
un gant
un gardien
un gérant
un match
le patin à roulettes
un pistolet
le saut en hauteur
un siège
un stade
un voilier

une arène
une balle
une bille
une boule
une canne
une carabine
une casquette
une chasse
une course
une équipe
une ficelle
une foule
la natation
la pêche
une pente
une quille
une rame
une raquette
une rondelle
la voile

SUGGESTED VOCABULARY

GRADES 10-11-12

L'ECOLE ET LA VIE SCOLAIRE

un bâton
un brouillon
un casier
un drapeau
un exercice
un film
un film fixe
un projecteur
un rétro-projecteur
un ruban magnétique
un terrain de jeux
un week-end

un directeur
un instituteur

une bande
une bobine
une cantine
une composition
une cour
une diapositive
une encre
une étagère
une étude
une faute
une fin de semaine

une directrice
une institutrice

SUGGESTED VOCABULARY

GRADES 10-11-12

LES ACHATS	*un achat*	*une chose*	*des aliments*
	un centre d'achats		
	un client	*une cliente*	
	un commis	*une facture*	
	un comptoir	*une ficelle*	
	un édifice	*la monnaie*	
	un filet	*une occasion*	
	un magasin	*une solde*	
	un paquet		
	un parc		
	un parc de stationnement		
	un rabais		
	un supermarché		
	un vendeur	*une vendeuse*	
		une vente	

SUGGESTED VOCABULARY

GRADES 10-11-12

LA CONVERSATION TELEPHONIQUE

un annuaire
un appareil
un appel interurbain
un appel téléphonique
un bottin
un cadran
à frais virés
un message
un numéro
un récepteur
le standard
un tabouret
un téléphone
une cabine
une étagère
la monnaie
une nouvelle
une standardiste
une tablette
une téléphoniste

SUGGESTED VOCABULARY

GRADES 10-11-12

LE RESTAURANT ET LES REPAS

un chariot
un chaudron
un chèque
un congélateur
un couvercle
un éclair
un goût
un goûter
un litre
un napperon
un pain doré
un plat
un potage
un pourboire
un réfrigérateur
un ustensile

une addition
une bouilloire
une bourse
une cafetière
une carafe
une clientèle
une cruche
une fève
une graine
une grappe de raisin
une oie
une patate
une poêle à frire
une poivrière
une salière
une serveuse
une théière

des aliments(m)

SUGGESTED VOCABULARY

GRADES 10-11-12

LES OCCUPATIONS JOURNALIERES

un artiste
un atelier
un avocat
un barbier
un boucher
un bureau
un concierge
un domestique
un épicier
un maçon
un marteau
un menuisier
un ouvrier
un poète

une affaire
une armée
une boucherie
une compagnie
une épicerie
une hôtesse de l'air

SUGGESTED VOCABULARY

GRADES 10-11-12

LE TRANSPORT

un aéroport
un arrêt
un autobus
un aviateur
un avion
un bimoteur
un biplan
un biréacteur
un bombardier
le bagage
un bateau
un cargo
le courrier
un départ
un douanier
un effectif
un espace
un hangar
un haut-parleur
un horaire
un instrument
un manège
un quadrimoteur
le transport
un transporteur
un vol

une arrivée
une auto
une automobile
une base
une capacité
la circulation
une demande
une destination
une direction
une distance
la douane
une fiche
une flotte
une fréquence
l'immigration
une livraison
une moto-neige
une remorque
une roulotte
une valise
une dépanneuse

SUGGESTED VOCABULARY

GRADES 10-11-12

LA VIE DE VILLE ET DE CAMPAGNE

un abri
un bâtiment
un boulevard
un cabinet
un collège
un édifice
un hôtel de ville
un territoire

une agglomération
une avenue
une bête
une campagne
une chute
une colline
une érablière
une mairie
une ruelle
une taxe

SUGGESTED VOCABULARY

GRADES 10-11-12

LES ANIMAUX

un animal
un bison
un boeuf
un canard
un canari
un cerf
un chat
un chien
un coq
un homard
un lion
un loup
une mouche
un moustique
un mouton
un ours
un perroquet
un poulain
un poussin
un serpent
un tigre

une baleine
une bête

une chatte
une chienne
une gueule
une jument
une mouche
une oie
une poule

SUGGESTED VOCABULARY

GRADES 10-11-12

L'HYGIENE ET LA SANTE		
	un front	*une aspirine*
	un rhume	*une clinique*
	un sirop	*une peau*
		une pneumonie

SUGGESTED VOCABULARY

GRADES 10-11-12

NOTRE HISTOIRE

un bourgeois
un cavalier
un colon
un coureur de bois
un curé
un diable
un endroit
un esprit
un explorateur
un manoir
un marin
un millier
un million
un missionnaire
un moulin
un plateau
un refuge
un regret
un rocher
un seigneur
un voyageur

une baie
une barque
une centaine
une chapelle
une colonie
une croix
une fuite
une masse
une morue
une nation
une péninsule
une pointe
une recherche
une vallée
une veillée

SUGGESTED VOCABULARY

GRADES 10-11-12

VERBES

a) Verbs expressing command, doubt, desire, emotion (followed by a subjunctive)

aimer mieux
avoir honte
avoir peur
commander
craindre
défendre
demander
désespérer
désirer
douter
exiger
ignorer
nier
ordonner
permettre
préférer
regretter
s'étonner
se fâcher
se réjouir
souhaiter
vouloir

SUGGESTED VOCABULARY

GRADES 10-11-12

VERBES

a) Verbs taking the preposition - *"de"* + infinitive

- *accepter*
- *choisir*
- *conseiller*
- *décider*
- *défendre*
- *demander*
- *dire*
- *essayer*
- *finir*
- *interdire*
- *jurer*
- *oublier*
- *ordonner*
- *permettre*
- *promettre*
- *proposer*
- *refuser*
- *rêver*
- *souhaiter*
- *suggérer*

b) Verbs taking the preposition - *"à"* + infinitive

- *aider*
- *apprendre*
- *commencer*
- *continuer*
- *encourager*
- *forcer*
- *recommencer*
- *réussir*

c) Reflexive verbs

- *se disputer*
- *s'embêter*
- *se fâcher*
- *se fatiguer*
- *se fiancer*
- *s'impatienter*
- *s'inquiéter*
- *s'installer*
- *se marier*
- *se mettre en colère*

d) Reflexive verbs taking the preposition - *"de"* + infinitive

- *s'arrêter*
- *se contenter*
- *se dépêcher*
- *s'empêcher*
- *s'excuser*
- *s'occuper*
- *se rappeller*

e) Reflexive verbs taking the preposition - *"à"* + infinitive

- *s'amuser*
- *se décider*
- *s'intéresser*
- *se mettre*
- *s'habituer*
- *se préparer*

SUGGESTED VOCABULARY

GRADES 10-11-12

VERBES

f) Impersonal Verbs

il commence
il continue
il est
il est arrivé
il manque
il reste
il se passe

se faire + *coiffer*
conduire
enlever
remplacer
servir
soigner

g) Agent in the passive *(Je suis accompagné de mon ami.)*

... + *de*

accompagner
aimer
craindre
détester
favoriser
obéir
respecter
suivre

SUGGESTED VOCABULARY

GRADES 10-11-12

ADJECTIFS

abondant
absent
acide
actif
actuel
admirable
adroit
aérien
affectueux
agricole
aigu
aimable
alimentaire
amer
amical
ample
ancien
annuel
antique
apte
audacieux

bavard
boiteux
brave
bref
brillant
brusque
brutal
bruyant

capable
carré
central
certain
chic
chrétien
civil
classique
commercial
commode
commun
complet
confortable
courageux
courant
coûteux
critique
cruel

dangereux
délicat
désespéré
direct
domestique
doux
droit
dur

égal
égoïste
élégant
élevé
ennuyeux
énorme
ensemble
entier
épais
essentiel
éternel
étrange
étroit
évident
exact
exceptionnel
extérieur
extraordianire

faible
fameux
familial
favorable
faux
féminin
féroce
fidèle
fier
final
fort
fou
fragile
fréquent
furieux

gai
gauche
généreux
gourmand
gracieux

gras
grave

habile
hardi
honteux
horrible

immédiat
impatient
impossible
incapable
indépendant
indifférent
indispensable
inférieur
injuste
inquiet
intact
intérieur
inutile
jaloux
joyeux
laid
large
léger
lent
loyal
luxueux

maigre
majeur
maladroit
malheur
maternel
méchant
mécontent
mensuel
merveilleux
mignon
modeste
mort
mou
mur

naïf
négligent
nerveux
net

normal
nu

obligatoire
obscur
officiel
orgueilleux
ordinaire

paisible
paresseux
particulier
paternel
pénible
peureux
physique
pointu
poli
populaire
postal
précieux
précis
principal
probable
proche
profond
prompte
prudent
pur

qualifier
quotidien

raide
raisonnable
rapide
rare
récent
réel
régulier
religieux
remarquable
responsable
ridicule
robuste
rond
rude
rural

SUGGESTED VOCABULARY

GRADES 10-11-12

ADJECTIFS (suite)

sage
sain
sale
scolaire
semblable
sensible
sévère
silencieux
sincère
sobre
sociale
solide
souple
sourd

têtu
tiède
timide
tranquille
triste

utile

SUGGESTED VOCABULARY

GRADES 10-11-12

CONJONCTIONS

a) de coordination

alors
aussi
avec
ensuite
et
or
puis

au contraire
cependant
d'ailleurs
mais
pourtant
quoique
seulement
toutefois

aussi
ni
ou
ou bien
soit
soit...

car
en effet

aussi
c'est pourquoi
donc
enfin
par conséquent

alors
enfin
ensuite
maintenant
puis

b) de subordination

ainsi que
aussi bien que
autant que
de même que

alors que
à moins que
bien que
quand même
sans que

ainsi que
à moins que
autant que
comme si
de même que
soit que
tel que

attendu que
parce que
selon que
vu que

afin que
de peur que
pour que

de manière que
de sorte que
que
si bien que
si...que
tant...que

SUGGESTED VOCABULARY

GRADES 10-11-12

CONJONCTIONS

a) Conjunctions followed by the subjunctive.

à condition que
afin que
à moins que ... ne
avant que
bien que
ce n'est pas que
de crainte que ... ne
non que
de peur que ... ne
pour que
pourvu que...
quoique
sans que
soit que ... soit que

b) Conjunctions followed by the subjunctive when the sentence expresses possibility, purpose, will, intention or futurity.

de façon que
de manière que
de sorte que
de telle sorte que
en sorte que
jusqu'à ce que
si ce n'est que
si ce n'était que
sinon que
tellement que

SUGGESTED VOCABULARY

GRADES 10-11-12

PREPOSITIONS

à cause de
afin de
à force de
à l'égard de
à l'exception de
à moins de
après
à travers
au courant de
au dedans de
au dessous de
au dessus de
au devant de
au lieu de
auprès de
au travers de
ayant
d'après
de chez
d'entre
des
durant
en dépit de
envers
faute de
grâce à
hors
jusque dans
malgré
outre
par-dedans
par-dehors
parmi
par rapport à
proche de
quant à
selon
vis-à-vis de

SUGGESTED VOCABULARY

GRADES 10-11-12

ADVERBES

1. *de quantité*

autant
environ
quelque
si
suffisament
tant
tellement

2. *de temps*

à présent
auparavant
autrefois
dernièrement
parfois
soudain
tantôt
tout à coup
tout à l'heure
toute de suite

3. *de lieu*

à droite
à gauche
ailleurs
alentour
au milieu
autour
en arrière
loin
quelque part

4. *de manière*

ainsi
à propos
à tort
debout
heureusement
lentement
pis
plutôt
volontiers

5. *d'affirmation*

assurément
bien sûr
certes
précisement
sans doute

6. *de doute*

apparement
peut-être
sans doute

7. *de négation*

ne + aucun
aucunement
jamais
non
personne
rien

SUGGESTED VOCABULARY

GRADES 10-11-12

EXPRESSIONS IDIOMATIQUES

à la fois
à l'entendre
aller à la chasse
à mon avis
à n'en plus finir
à peine
à quoi voulez-vous en venir?
à tort et à travers
à tout à l'heure
à toute vitesse
attraper un coup de soleil
à tue-tête
au contraire
à un âge plus avancé (plus tard dans la vie)
avoir beaucoup de choses à dire
avoir le coup de foudre
à votre place

ça (cela) coûte cher
ça (cela) m'est égal
ça (cela) ne vaut pas la peine
ça (cela) vaut la peine
c'est à savoir
c'est ça
c'est grave
ce n'est pas grave
c'est plus fort que moi
comme d'habitude
crever de faim

d'autre part
de nos jours
de bonne humeur
de mauvaise humeur
de plus en plus
des pieds à la tête
de temps en temps

échouer (être refusé à) un examen
en bas
en haut
entendre dire
être d'accord

faire des compliments
faire le fou
faire partie de
faire semblant

gagner sa vie

il ne sait rien faire
il s'agit de

le long de

on est mieux

qu'est-ce qui se passe?
quant à

refuser carrément

sens dessus dessous
s'en aller

tôt ou tard
tant pis - tant mieux
tout à coup
tout à fait
tout-puissant

un coup d'oeil
un coup de main
un coup de pied
un coup de téléphone
un coup de tête

je tombe de fatique
je meurs d'envie de raconter
j'en ai assez
j'ai mon voyage!

SUGGESTED VOCABULARY

GRADES 10-11-12

PERSONNALITE

affectueux
ambitieux
analytique

bohême

conscientieux

dynamique

émotif
énergique
extroverti

gâté
généreux
gentil

impatient
indépendant
intellectuel
intelligent
irrésistible

loyal

mélancolique
méticuleux
modeste

paresseux
patient
pensif
perceptif
précis

réservé

sensible
sincère
solitaire
studieux

travailleur

SUGGESTED VOCABULARY

GRADES 10-11-12

QUALITE HUMAINE

le courage

l'égoïsme
l'esprit

le génie

le savoir-faire

le talent

l'ambition

l'énergie

la générosité
la gentillesse

l'imagination

la jalousie
la joie

la mémoire

la patience

PRESCRIBED LEARNING RESOURCES

SENIOR HIGH

1. Nuffield Schools Council, *En avant (A votre avis)* (J.M. Dent and Sons (Canada) Ltd., Toronto: 1974) Stages 4, 5 and 7

2. Kerr, D. et al, *Ici on parle français* (Prentice-Hall Canada Ltd., Scarborough: 1970) Levels 5 and 6

3. Kenny, M. et al, *Passeport français* (D.C. Heath Canada Ltd., Toronto: 1973) Levels 5 - 8

CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express greetings.		MAINTAIN CONTENT OF GRADES 4 - 9	
2. To express farewells.			
3. To introduce someone.			
4. To express/accept thanks.			
5. To express/accept apologies.			
6. To gain attention.			
7. To express concern and sympathy.			
8. To express approval and disapproval/agreement and disagreement.			
9. To express good wishes.			
10. To express toasts.			
11. To express surprise.			

CATEGORY:

IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To indicate someone or something using indefinite pronouns. 2. To ask and tell about nationality and place of origin.		**MAINTAIN CONTENT OF GRADES** **7 - 8 - 9** ↓	

CATEGORY:

SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express acquaintance.	5, unit 4 "A votre avis"	IV, 2e étape	Book 6, Component 24
2. To express knowledge of facts and how to do things.	5, unit 4 "A votre avis"	IV, 2e étape	Book 4, Component 15, Module 2
3. To specify persons, things or places by asking questions using interrogative adjectives.	1, unit 9 unit 13 unit 23A	III, 2e étape (exercices structuraux)	Book 4, Component 13 (Exercise 1, page 22) Book 4, Component 13 (Exercise 5, page 19) Book 4, Component 15 "Entre nous"
4. To specify a person, thing, place or time by asking questions, using interrogative adverbs.	MAINTAIN CONTENT OF GRADES 7 - 9		

CATEGORY:
EXPRESSING ACTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express an action occuring in the present.		MAINTAIN LINGUISTIC CONTENT FROM GRADES 4 - 9	
2. To express an action in the immediate future.			
3. To express commands or suggestions.			
4. To express recent past actions.			
5. To express past actions.			
6. To express continuous or repeated actions in the past in the affirmative and in the negative forms.			
7. To express actions using reflexive verbs, in the affirmative and negative forms.			

CATEGORY:

EXPRESSING ACTIONS (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
8. To express actions in the future using certain subordinate conjunctions.	5, unit 2 (si) 6, unit 7 7, unit 12	III, 4e étape IV, 5e étape 7e étape V, 3e étape	Book 7, Component 26
9. To express an action using negation with an infinitive.		III, 8e étape	Book 6, Component 21 "Tout ensemble"
10. To express an action in the affirmative and negative, using direct object and indirect object pronoun.	7, unit 16 (using book "Little Things Mean a Lot")	IV, 7e étape 10.2 10.3	Book 3, Component 11, Module 1 and Component 12, Module 1 Book 4, Component 14, Module 1 Book 6, Component 21, Module 1 Book 5, Component 18, Module 1 Book 6, Component 19 "Un peu de tout 1" and Component 20 "Un peu de tout 1" Book 4, Component 16, Module 1
11. To express orders and suggestions in the affirmative and negative using direct and indirect object pronouns.	7, unit 16 "S'il vous plaît" "Le, la, les"	IV, 6e étape 7e étape 8e étape	Book 6, Component 22, Module 2

CATEGORY:
EXPRESSING ACTIONS (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
12. To express action using *faire* plus infinitive in the affirmative and negative forms.		V, 4e étape	
13. To express an action using *en* plus present participle, in the affirmative.	7, unit 13	V, 4e étape	Book 8, Component 33, Module 1
14. To express a condition in the affirmative and negative forms.	"If Pigs Could Fly"	V, 2e étape 3e étape	Book 7, Component 27, Module 1 and "Tout ensemble"
15. To express an action in the past tense to state what had happened.	7, unit 12 "Regards sur le passé"	V, 2e étape	Book 6, Component 24 "Tout ensemble"
16. To express an action with verbs requiring no preposition before the infinitive.		MAINTAIN LINGUISTIC CONTENT →	
17. To express an action using verbs requiring *à* before the infinitive.		IV, 8e étape	Book 8, Component 34 "Tout ensemble"
18. To express an action using verbs requiring *de* before the infinitive.		IV, 8e étape	Book 7, Component 25 "En d'autres mots"

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To ask and tell where one lives, goes to or comes from.	MAINTAIN LINGUISTIC CONTENT		MAINTAIN CONTENT OF GRADES 4 - 9
2. To express direction relative to another location.	↓		↓
3. To express direction.			

CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express possession using all forms of the possessive adjective.	MAINTAIN LINGUISTIC CONTENT		MAINTAIN CONTENT OF GRADES 4 - 9 Book 8, Component 34, Module 2
2. To express possession using all forms of the possessive pronouns.	↓		

CATEGORY:

EXPRESSING TIME

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express length and duration of time using *il y a*, *depuis*, *pendant* and *pour*.	6, unit 9	V, 2e étape	Book 8, Component 31 and 33 (Lecture) Book 1, Component 3, Module 1 Book 6, Component 24 (Vocabulaire actif)
2. To express an action begun in the past and continuing in the present.	6, unit 9	V, 2e étape	Book 1, Component 3, Module 1 Book 6, Component 17 "Un peu de tout 1"
3. To express an action in relation to previous actions.			

CATEGORY:

EXPRESSING WISHES, PREFERENCES, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express a wish, using *avoir envie de.*		III, 5e étape	

CATEGORY:
EXPRESSING OBLIGATION, NECESSITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express obligation.	MAINTAIN LINGUISTIC CONTENT		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 9
2. To express necessity.			

CATEGORY:

DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To describe people and things with adjectives formed by using suffixes.	6, unit 7 "Words United"	III, 1ère étape IV, 6e étape	Book 1, Component 1, "Entre nous" Book 2, Component 5, Module 3 Book 3, Component 9 "Entre nous"
2. To describe people or things by using prepositional phrases.			Book 6, Component 23 "Vers le français actif" (page 82 on the menu) Book 8, Component 32 "Vers le français actif" (page 118, department store)

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express quantity of people, things and conditions.	MAINTAIN LINGUISTIC CONTENT		MAINTAIN LINGUISTIC CONTENT FROM GRADES 4 - 9
2. To ask and tell about parts of the whole in the affirmative and negative.			

CATEGORY:

EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express a reason as to why an action is or is not performed using the conjunctions *parce que*, *car*, *donc*.	6, unit 8 7, unit 11	III, 5e étape (exercices structuraux)	Book 1, Component 2 and Component 4 Book 7, Component 27 "Vive l'humour!" Book 7, Component 25 "Vocabulaire actif" Book 8, Component 33 "Tout ensemble"
2. To express a reason as to why an action is or is not performed using *à cause de*, *pour*.		III, 4e étape V, 1ère étape	

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To report what someone says.	MAINTAIN GRADES 7 - 9		MAINTAIN LINGUISTIC CONTENT GRADES 7 - 9
2. To report what semeone said.		V, 4e étape (Observations sur la langue)	Book 7, Component 27, Module 1 (See Example 5, page 74)
2. To express what someone will say.			

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 10 The student will be able:			
1. To express the relationship between two or more ideas, using conjunctions.	MAINTAIN CONTENT GRADES 4 - 9		MAINTAIN CONTENT OF GRADES 4 - 9
2. To express conditional relationships using *si*.	5, unit 2 5, unit 5 7, unit 14	IV, 3e étape 5e étape 6e étape 7e étape V, 4e étape	Book 7, Component 27, Module 1 and "Tout ensemble"

CATEGORY:
EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To express greetings.	MAINTAIN CONTENT GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10
2. To express farewells.			
3. To introduce someone.			
4. To express thanks.			
5. To express apologies.			
6. To gain attention.			
7. To express concern and sympathy.			
8. To express approval and disapproval.			
9. To express manners.			
10. To express good wishes.			
11. To express toasts.			
12. To express surprise.			

CATEGORY:

IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To identify persons and things using indefinite pronouns and adjectives.	3, unit 2 "Little Things Mean a Lot" page 112 "The Never, Not, Nothing, No More Book"	III IV, 1ère étape	Book 6, Component 21 Vers le français actif "De nos jours" Book 5, Component 20 Book 1, Component 2 "Entre nous" Book 5, Component 19 Book 8, Component 33 Vers le français actif "De nos jours" Book 8, Component 34 Book 6, Component 21, Module 2 Book 6, Component 23 Vers le français actif "De nos jours" Book 8, Component 30 Vers le français actif

CATEGORY:

EXPRESSING ACTION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To express an action occuring in the present.	MAINTAIN CONTENT OF GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10
2. To express an action in the immediate future.			
3. To express an action in the future tense.			
4. To express commands or suggestions.			
5. To express recent past actions.			
6. To express past actions.			
7. To express continuous or repeated actions.			
8. To express actions related to oneself.			

CATEGORY:
EXPRESSING ACTION (continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
9. To express actions, while substituting the direct object with a direct object pronoun and the indirect object with an indirect object pronoun.	MAINTAIN CONTENT OF GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10
10. To express an action using the present participle.			
11. To express an action using the pluperfect.			
12. To express an action in the conditional present.			
13. To express an action through the use of infinitives.			
14. To express what would have happened under certain conditions.	"Regards sur le passé"	V, 2e étape	Book 7, Component 27, Module 1
15. To express what will or shall have happened.	"Regard sur le passé"	V, 4e étape	Book 7, Component 26, Module 1

CATEGORY:
EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To ask and tell where one lives, goes to or comes from.	MAINTAIN CONTENT GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10
2. To express location using the adverbial pronoun *y*.	↓		↓
3. To express location using the adverbial pronoun *en*.			

CATEGORY:

EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To express possession using all forms of the possessive pronouns. 2. To express possession using all forms of the possessive adjectives.	MAINTAIN CONTENT OF GRADES 7 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10

CATEGORY:

EXPRESSING WISHES, PREFERENCES, EMOTIONS, UNCERTAINTY AND FEELINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To express what one likes or does not like using disjunctive pronouns.	7, unit 15 7, unit 16 "Little Things Mean a Lot" "S'il vous plaît"	III, 1ère étape	Book 2, Component 5, Module 2 Book 7, Component 25 Vers le français actif - lecture
2. To express necessity using the subjunctive.	"Que faut-il que je fasse?"	III, 7e étape	Book 8, Component 29, Module 1
3. To express wishes, wants or preferences using the subjunctive.		III, 7e étape V, 1ère étape	Book 8, Component 29, Module 2 Book 8, Component 29, Module 2 and "Tout ensemble" Book 8, Component 30, Module 2
4. To express emotion, using the subjunctive.	"Que faut-il que je fasse?"		Book 8, Component 30, Module 2
5. To express uncertainty.		V, 1ère étape	Book 8, Component 31, Module 2

CATEGORY:
DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To describe people or things using the comparative and superlative forms of adjectives.	MAINTAIN CONTENT GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10
2. To describe actions using the comparative and superlative forms of adverbs.	MAINTAIN CONTENT GRADES 4 - 10		↓
3. To describe people and things with adjectives formed by adding suffixes.	6, unit 7 "Words United"		↓
4. To use adverbs of quantity with compound tenses.	"Words United"	III, 3e étape	Book 5, Component 17 "Un peu de tout", page 25 (Also see example 2, page 104, Book 6, Component 24)
5. To describe adjectives and adverbs using adverbs of quantity.	MAINTAIN CONTENT GRADES 4 - 10		MAINTAIN LINGUISTIC CONTENT GRADES 4 - 10

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To ask and tell about parts of the whole, using the pronoun *en*.	MAINTAIN CONTENT GRADES 7 - 10 ↓		MAINTAIN CONTENT GRADES 7 - 10 ↓
2. To express quantity using the pronoun *en* in combination with expressions of quantity.			

CATEGORY:
EXPRESSING CAUSE AND EFFECT

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To express a reason as to why an action is or is not performed, using the conjunctions *comme*, *puisque*, *alors*.		III, 4e étape	Book 4, Component 13 (Lecture) Book 7, Component 19, "Vocabulaire actif" Book 1, Component 1 (Lecture) Book 6, Component 24 (Lecture)
2. To express a reason as to why an action is or is not performed, using the preposition *afin de*.			MAINTAIN CONTENT OF GRADE 10

CATEGORY:
INDIRECT SPEECH

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To report what someone had said.		V, 4e étape (Observations sur la langue)	Book 7, Component 27, Module 1 (on the conditional) page 72

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To express the relationship between two or more ideas, using conjunctions.	MAINTAIN CONTENT GRADE 10		MAINTAIN CONTENT GRADE 10
2. To express a relationship of time between the action of the principal clause and that of the subordinate clause.		III, 3e, 6e et 7e étape V, 4e étape	Book 7, See example 4, page 110)
3. To express the relationship between the action of the principal clause and the action of the subordinate clause, indicating that an action would take place if the condition had been realized.	MAINTAIN CONTENT GRADE 10		MAINTAIN CONTENT GRADE 10
	"If pigs could fly"	V, 4e étape	
4. To express the relationship of time using *quand, lorsque, dès que, aussitôt que*, to show that the action of the subordinate clause occurs either before or at the same time as the action of the principal clause.	MAINTAIN CONTENT OF GRADE 10		MAINTAIN CONTENT GRADE 10

CATEGORY:
EXPRESSING RELATIONSHIPS (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
5. To express the relationship between the principal clause and the subordinate clause, when the principal clause indicates necessity, wishes, preference, emotion or uncertainty.	"Que faut-il que je fasse?"		Book 8, Component 32, Module 1 Book 8, Component 32, "Tout ensemble"
6. To express the relationship between the principal clause and the subordinate clause with the following conjunctions: *afin que*, *bien que*, *avant que*, *sans que*, *jusqu'à ce que*, *à moins que ...(ne)*, *pour que*, *quoique*.			Book 8, Component 32, Module 2

CATEGORY:

SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 11 The student will be able:			
1. To specify persons or things using demonstrative pronouns.	3, unit 4		Book 7, Component 28, Module 2
2. To express relative, temporal and spatial distance using --*ci* and --*là* with demonstrative pronouns.	3, unit 4	V, 2e étape	Book 7, Component 28, Module 2
3. To specify persons or things using the invariable demonstrative pronouns *ça*, *cela* and *ceci*.	1, unit 3		Book 4, Component 16 Vocabulary
4. To specify persons or things using relative pronouns.	7, unit 11 "Little Things Mean a Lot"	III, 1ère étape IV, 2e étape V, 3e étape	Book 5, Component 17, Module 2 Book 7, Component 26, Module 2 Book 7, Component 26 "Tout ensemble"
5. To specify persons or things using interrogative pronouns.	3, unit 2 7, unit 11	III, 3e étape IV, 2e étape	Book 2, Component 8, Module 1 Book 4, Component 15, Module 1 Book 7, Component 26 Vocabulaire

CATEGORY:

EXPRESSING SOCIAL CONVENTIONS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To express greetings.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN CONTENT GRADES 4 - 11
2. To express farewells.			
3. To introduce someone.			
4. To express thanks.			
5. To express apologies.			
6. To gain attention.			
7. To express concern and sympathy.			
8. To express approval and disapproval.			
9. To express manners.			
10. To express good wishes.			
11. To express toasts.			
12. To express surprise.			

CATEGORY:

EXPRESSING QUANTITY

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To express quantity of people, things and conditions.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN CONTENT GRADES 4 - 11
2. To ask and tell about parts of the whole in the affirmative and negative.			
3. To ask and tell about parts of the whole in the affirmative and negative using the pronoun *en*.			
4. To express quantity using the pronoun *en* in combination with expressions of quantity.			

CATEGORY:

IDENTIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To identify persons and objects using present participles, past participles and infinitives as nouns.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS CONTENT

CATEGORY:

SPECIFICATION OF PERSONS AND OBJECTS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To specify persons and objects by emphasizing them, using *ce que*, *ce qui*, *ce dont*.	7 "A votre avis" "Little Things Mean a Lot", page 102	III, 5e étape	Book 7, Component 25, Module 2

CATEGORY:
DESCRIBING PEOPLE AND THINGS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To describe people or things using the comparative and superlative forms of adjectives.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT ↓
2. To describe actions using the comparative and superlative forms of adverbs.			↓
3. To describe people and things with adjectives formed by adding suffixes.	7, unit 15 "Words United"	III, 1ère étape	
4. To describe actions using adverbs formed with suffixes.			MAINTAIN PREVIOUS LINGUISTIC CONTENT ↓
5. To describe people or things by using adjective phrases.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		↓
6. To describe things using technical and idiomatic terms.			↓

CATEGORY:

DESCRIBING PEOPLE AND THINGS (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
7. To describe persons or objects using similes.			Book 8, Component 20 "En d'autres mots", pp. 25-26
8. To describe persons or objects using the past participle as an adjective.	"Silly Grammar Book", pages 40-51		
9. To describe persons and objects using the present participle as an adjective.			

CATEGORY:
EXPRESSING ACTION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To present an action in the present.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
2. To express an action in the immediate future.			
3. To express an action in the future tense.			
4. To express commands or suggestions.			
5. To express recent past actions using *venir de*.			
6. To express past actions.			
7. To express continuous or repeated actions.			
8. To express actions related to oneself.			

CATEGORY:
EXPRESSING ACTION (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
9. To express actions while substituting the direct object pronoun and the indirect object with an indirect object pronoun.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
10. To express an action using the present participle.	↓		↓
11. To express an action using the pluperfect tense.			
12. To express an action in the conditional.			MAINTAIN PREVIOUS LINGUISTIC CONTENT
13. To express an action through the use of infinitive verbs, or without prepositions.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		↓
14. To describe what will or shall have happened.			

CATEGORY:
EXPRESSING ACTION (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
15. To express necessity, wishing, preference, emotion, uncertainty.			MAINTAIN PREVIOUS LINGUISTIC CONTENT
16. To express an action using the historical past.	6, unit 7 "Regards sur le passé"	V, 2e étape	Book 7, Component 28, Module 1
17. To express past action using *après*.		V, 1ère étape	Book 8, Component 33, Module 2
18. To express an action in the passive voice.			Book 8, Component 34, Module 1 Book 8, Component 34, Module 1

CATEGORY:

INDIRECT SPEECH

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To report what someone says, has said, or will say in both the affirmative and negative form.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT

CATEGORY:

TO EXPRESS CAUSE AND EFFECT

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To express a reason as to why an action is or is not performed using the following conjunctions: *attendu que*, *étant donné que*, *vu que*.	MAINTAIN CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
2. To express a reason as to why an action is or is not performed using the preposition *grâce à*.	MAINTAIN CONTENT		Book 7, Component 27 "Vers le français actif" De nos jours (lecture) Book 8, Component 30 "Vers le français actif" De nos jours (lecture)

CATEGORY:

EXPRESSING RELATIONSHIPS

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To express the relationship between two or more ideas using conjunctions.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
2. To express the relationship of time between the action of the principal clause and the action of the subordinate clause.			
3. To express the relationship between the action of the principal clause and the action of the subordinate clause, indicating an action would take place if a condition had been realized.			
4. To express the relationship of time using *quand*, *lorsque*, *dès que*, *aussitôt que*, to show that the action of the subordinate clause occurs either before or at the same time as the action of the principal clause.			

CATEGORY:
EXPRESSING RELATIONSHIPS (Continued)

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
5. To express the relationship between the principal clause and the subordinate clause, when the principal clause indicates necessity, wishes, preference, emotion, uncertainty.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
6. To express the relationship between the principal clause and the subordinate clause with the following conjunctions: *pour que* *quoique* *afin que* *bien que* *avant que* *sans que* *jusqu'à ce que* *à moins que*			
7. To express the relationship of time to show that the action of the subordinate clause occurs before the action of the principal clause.		V, 1ère étape	Book 8, Component 33, Module 2

CATEGORY:

EXPRESSING LOCATION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To ask and tell where one lives, goes to, or comes from.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
2. To express direction.	↓		↓
3. To express location using the adverbial pronouns *y* and *en*.			

CATEGORY:

EXPRESSING NECESSITY, WISHES, PREFERENCE, EMOTIONS, UNCERTAINTY AND FEELING

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To express necessity, wishes, wants, preference, emotion and uncertainty using the subjunctive.	MAINTAIN PREVIOUS LINGUISTIC CONTENT		MAINTAIN PREVIOUS LINGUISTIC CONTENT
2. To express fear using the subjunctive.	"Que faut-il que je fasse?"		Book 8, Component 30, Module 2 and "Tout ensemble"

CATEGORY:
EXPRESSING POSSESSION

PERFORMANCE STATEMENTS	*En avant*	*Ici on parle français*	*Passeport français*
Grade 12 The student will be able:			
1. To express possession using all forms of the possessive pronouns. 2. To express possession using all forms of the possessive adjective.	MAINTAIN PREVIOUS LINGUISTIC CONTENT ↓		MAINTAIN PREVIOUS LINGUISTIC CONTENT ↓